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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of March, provide program rundowns, suggestions for class activities and discussion, Web links, and a list of related news terms. Top stories include: primary victories in the Bush campaign and preparations by Gore and Bradley for the California contest, Gore and Bradley debate, and Augusto Pinochet's release (March 1-3); Israeli withdrawal of troops from Lebanon, more relief efforts following Mozambique floods, history of Super Tuesday, Bush and Gore victories in the Super Tuesday aftermath, and McCain and Bradley bow out after Super Tuesday losses (March 6-10); Pope John Paul II asks for forgiveness for acts committed by Catholic Church, the census, U.S and Great Britain define policies on genetic research, truckers protest high cost of gas, and Taiwan's voters prepare for election/Taiwan-China tension (March 13-17); Taiwan elects its first president who favors independence from China, the Pope visits Jordan to promote peace in the Middle East, federal judge rules Elian Gonzalez be returned to his father, President Clinton calls for nuclear disarmament in India, and Pope John Paul II visits Israel's Holocaust Memorial (March 20-24); and Vladimir Putin wins Russia's presidential election, world oil prices, NASA issues findings on Mars Polar Lander, the Supreme Court addresses the issue of student-initiated school prayer, and the U.S. government postpones decision on Elian Gonzalez until Tuesday (March 27-31). (AEF)

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CNN Newsroom Classroom Guides
March 2000

by Turner Learning, Inc.

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M. Stevens

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CNN NEWSROOM Guide

March 1, 2000

March is Women's History Month. Each Friday throughout the month CNN NEWSROOM will be profiling women "first" in their area of expertise.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 00:35... 01:55
Top Story ... 05:45... 07:40
-The Bush campaign rebounds with primary victories.
-Democrats Bradley and Gore prepare for California.

In the Headlines ... 01:00... 08:40
RESCUE EFFORTS CONTINUE IN MOZAMBIQUE

YOUR DAILY DESK ... 00:20... 09:00
Business Desk ... 01:50... 10:50
California's Silicon Valley takes the lead in the salary war for attorneys.

WORLDVIEW ... 00:30... 11:20
Taking Care of Business ... 03:35... 14:55
Which Asian economies are likely to prosper in 2000?

Artistry in Action: *Hamlet* Rock Opera ... 03:25... 18:20
A South Korean music company produces a rock opera of *Hamlet*.

Culture Watch ... 03:15... 21:35
Cracow, Poland's ancient capital, is now a cultural capital of Europe.

Turner Website Information ... 00:45... 22:20
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:20... 22:40
Woody Guthrie Exhibit ... 04:40... 27:20
An exhibit chronicles the life and work of the "Father of Modern American Folk Music."

CNN NEWSROOM CLOSE ... 00:40... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: Election 2000

1. What primary victories did George W. Bush achieve yesterday? Why was Virginia's primary especially important to the Republican candidates? How did the Bush camp interpret this victory? How did John McCain respond?

2. What is a non-binding primary? Which state held this kind of election yesterday for the Democrats? Who won that contest? What is the next big contest for the Democratic contenders?

3. Describe what happened when Al Gore and Bill Bradley met at their last debate at New York's Apollo Theater. Do you think this performance could be repeated in California? Why or why not? Why does one strategist say that Mr. Bradley is "swinging for the fences"? Why is the California contest crucial to Mr. Bradley's candidacy? How can he improve his chances there? What is Mr. Gore's strategy at this point?

4. Many analysts believe that candidates Gore and Bradley need to make more of an effort to reach out to minority voters. Some observers believe that Republicans like George W. Bush could take many minority votes away from the Democrats, the party that has traditionally held a near monopoly on minority voters. Divide your class into four groups. Have each group research one of the major presidential candidates' positions on issues, from taxation to social security to defense, and create a chart to illustrate these positions for that candidate. Have each group present its chart and offer advice to the candidate on how he should present these views to different groups of minority voters.

LINKS:
http://cnn.com/ALLPOLITICS/
http://cnn.com/2000/ALLPOLITICS/stories/02/29/primaries.advance/index.html
http://cnn.com/2000/ALLPOLITICS/stories/02/29/bradley.ftur.ap/index.html
http://cnn.com/election/2000

EDITOR'S NOTE:
non-binding primary
swing voters
moderate
concessions

YOUR DAILY DESK

Business Desk : Lawyer Salary Boom

1. What U.S. city has traditionally been the salary leader for lawyers? What is Silicon Valley doing to give New York a run for its money? Why have some law firms resorted to high pay for their associates? How is the high tech industry prompting this pay raise for lawyers?

2. What is meant by the term "ripple effect"? How is the salary increase in California having ripple effects from coast to coast? Generate a class discussion around these questions, then have students consider other ripple effects of escalating salaries. Divide the class into groups. Challenge each group to come up with a list of economic, social and political ripple effects of higher salaries. Groups will want to consider, for example, how escalating salaries could contribute to inflation, tax revenues and increased demand for "big ticket" items, such as luxury cars. Have each group share its list with the class. Are there any downsides to higher salaries? What would have to happen in order for attorneys' salaries to stabilize?

3. Introduce or review the concept of supply and demand to/with your students. Discuss the economics behind the lawyers' salary increase seen in the video. Then challenge your students to find examples of other careers experiencing shortages of qualified professionals. Divide the class into groups. Have each group conduct research to learn about the compensation and perks some of these firms are offering in order to attract and retain the best employees. Share group findings. Discuss what could happen to these attractive employment packages once the supply of qualified workers increases. Challenge students to predict what job markets will be like when they are ready to embark on their careers.

LINKS:
http://www.bloomington.in.us/~vuscwds/careers.htm
http://www.finance-commerce.com/daily/NEWS/98FEB/227work.htm
http://www.zdnet.com/zdnn/content/reut/0112/270470.html
http://informationweek.com/718/18caswt.htm
http://detnews.com/1998/biz/labor/lead/lead.htm
http://www.dailybruin.ucla.edu/DB/issues/98/03.13/news.careers.html

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EDITOR'S NOTE:
Silicon Valley
bonus
associates

WORLDVIEW

Taking Care of Business : Asian Rising Economies

1. How long was Asia in a state of economic crisis? What was responsible for this crisis? What changes did Asian economies experience during 1999? Which country "played the starring role"? Why? Which Asian economies are expected to show the most growth in 2000? Why?

2. How might Asia's economic growth in 2000 differ from its growth in 1999? What is a recession? What is inflation? Why does controlling inflation during a period of recession help stabilize an economy? What is the difference between macroeconomics and microeconomics? According to the video, analysts assert that in addition to the "macroeconomic numbers," improvements in Asian economies will "be characterized by microeconomic performance." What is the meaning of this statement? Why do you think that corporate restructuring is necessary to achieve economic stability in Asia?

3. Why do you think corporate restructuring is considered "a black spot in Asia's recovery story"? What is restructuring? How does it impact a business and its employees? Refer groups of students to multimedia resources to select a large, publicly held company that has recently diversified, downsized, or been restructured. Have each group prepare a presentation about how consumer demands and changing economic conditions have influenced its company's actions. What were the results of this large-scale change in the corporation? What are the benefits and drawbacks of the restructuring for the corporation, its employees, and consumers? What do students predict for the future of the corporation? Discuss.

4. According to experts, Indonesia is stated to make a "phenomenal recovery this year." Refer students to the websites below to learn more about the history and political factors behind Indonesia's economic recovery. How has Indonesia's political structure influenced its state of economy? What is bank reform? Why is bank reform important to Indonesia's economic recovery? How has the international community tried to help Indonesia through the economic crisis? Have students

research the International Monetary Fund (IMF) and its role in assisting Indonesia through the crisis. Have students share their findings. What requirements did the IMF place on Indonesia in return for financial assistance? Why is public confidence important in an economic recovery? What signs are boosting public confidence in Indonesia? Discuss.

LINKS:
http://aric.adb.org/
http://www.worldbank.org/prospects/gep2000/sumeng.htm
http://www.imf.org/external/index.htm
http://www.worldbank.org/html/extdr/asian_crisis
http://www.indobiz.com/
http://www.rebuildasia.com/

Artistry in Action: *Hamlet* Rock Opera : Artistry in Action: *Hamlet* Rock Opera

1. What is *Hamlet*? Who wrote this play? How is the South Korean rock opera version of *Hamlet* different from the original play? In what way is the rock opera distinctly Korean? Do you think *Hamlet* is a good vehicle for a rock opera? Explain. Why do you think William Shakespeare's writings have been popular throughout the world for almost 400 years?
2. Hamlet was written by William Shakespeare between 1600-1608. Refer students to library and online resources to research the life and times of William Shakespeare. Then, have your students read Shakespeare's *Hamlet*. A copy of the play and play notes can be found on the websites below.
3. Instruct small groups of students to select a particular scene in *Hamlet* and discuss its importance in the play. Ask: How does this particular part of the play contribute to the audience's response to what is going on? If a director decided to cut this scene how might it affect the play?
4. Discuss the importance of one of the following characters in *Hamlet*: (a) Ophelia, (b) Rozencrantz and Guildenstern, (c) the ghost of Hamlet senior, (d)Polonius, (e) Fortinbras, (f) Gertrude. Discuss how attention to them illuminates issues of central importance to the play, including the play's thematic or character development. Then, have students discuss how the plot and character changes in the South Korean rock opera version of *Hamle*t alter the meaning and importance of the play. Ask: If Shakespeare were alive today, what do you think he would say about the rock opera? Do you think the South Korean rock opera is in fact the story of *Hamlet*? Why/why not?

LINKS:
http://tech-two.mit.edu/Shakespeare/works.html
http://www.ulen.com/shakespeare/
http://daphne.palomar.edu/shakespeare/

Culture Watch : Poland Cultural Capital

1. Locate Cracow (also spelled "Krakow") on a map of Europe. What other European cities have been named cultural capitals this year? Who chose the Cities of European Culture?
2. How was Cracow inaugurated into this elite group of cities? Describe some of the events that took place in the inauguration ceremony. What kinds of events will visitors to this cultural capital experience this year? What historical events have helped to shape Cracow's culture?
3. Divide the class into groups. Have each group select any one city in Europe that is known for its history and rich cultural attractions. Direct the groups to conduct research to learn more about this city. Have each group use its information to prepare a multimedia presentation or a website on the city for travelers who may be planning a trip there.

LINKS:
http://www.krakow.pl/WK/EN/
http://www.cco.caltech.edu/~salmon/world.heritage.html
http://www.kasprzyk.demon.co.uk/www/KrakowIndex.html
http://travel.lycos.com/Destinations/Europe/Poland/Krakow/

EDITOR'S NOTE:
macroeconomics
microeconomics
restructuring
Shakespeare
rock opera
Hamlet
Bohemian
Cracow

NEWSROOM CHRONICLE

Woody Guthrie Exhibit : Woody Guthrie Exhibit

1. Who was Woody Guthrie? How did his experiences as a young man shape his music? How did he help to "bring a social conscience to popular music"?

2. In what way was Woody Guthrie like a musical Tom Joad? Have you ever read *The Grapes of Wrath*? If so, do you think this comparison is a valid one? Why or why not? How did Woody Guthrie's lyrics become political? Who was opposed to his lyrics, and why? How did Woody Guthrie use music as a "weapon"?

3. Why do you think that some believe Woody Guthrie is "as American as the Declaration of Independence"? How do his lyrics and rhythms reflect an American spirit? What subsequent performers were influenced by Woody Guthrie's style?

4. In class discussion, ask students to identify the characteristics of American folk music. Then direct each student to bring in a recording of a song by a popular artist that reflects a Woody Guthrie influence. Play some of the recordings for the class. Divide the class into small groups. Challenge each group to write a modern-day song in the style of Woody Guthrie or any other artist who was influenced by him. Have groups write the lyrics and music, if possible, to their songs. Invite groups to perform their songs or read their lyrics to the class. What is the message of each song? In what way is this approach to music a uniquely American one? Discuss.

LINKS:
http://www.geocities.com/Nashville/3448/guthrie.html#top
http://www.woodyguthrie.com/
http://www.rockhall.com/induct/guthwood.html

EDITOR'S NOTE:
Woody Guthrie
folk music

- CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 2, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 01:15... 02:55
Top Story ... 01:40... 04:35
Democratic presidential candidates Gore and Bradley meet in another debate.

Democracy in America: Young Voters ... 04:05... 08:40
Many young voters feel that the presidential candidates are not speaking to their issues.

TODAY'S NEWS ... 00:20... 09:00
Science Desk ... 02:05... 11:05
A new method for product safety testing may soon replace animal skin tests.

Turner Website Information ... 00:45... 11:50
Information on the CNN NEWSROOM Daily Guide

WORLDVIEW ... 00:20... 12:10
Top of the World ... 04:05... 16:15
In spite of NATO's efforts, there is still conflict between Serbs and Albanians in Kosovo.

Communication Transformation: Africam.com ... 02:55... 19:10
Take a virtual safari on a new website.

Check It Out: China UFOs ... 02:55... 22:05
China's citizens have become obsessed with UFOs.

Worldview Footnote ... 01:00... 23:05
A solo balloonist heads for the Himalayas.

NEWSROOM CHRONICLE ... 00:20... 23:25
Special Series ... 04:15... 27:40
Skateboarder Andy MacDonald is a spokesperson in the war against drugs.

CNN NEWSROOM CLOSE ... 00:20... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

- **TODAY'S NEWS**

Top Story : Democracy in America: Election 2000

1. Where was last night's Democratic debate held? Why was this debate so important to Bill Bradley? When are the next series of primaries? How many states will be holding Democratic primaries on Tuesday?

2. How many delegates does each of the Democratic candidates have so far? Why do you think the tone of this debate was "decidedly polite"? Instead of yelling, "Let me finish," both candidates said "I agree with that" on several occasions. What might the candidates be trying to accomplish by changing their collective tone? Why do you think they have turned their attention to attacking the Republicans at this point? What issues were addressed in last night's debate? Do you strongly agree or disagree with anything you heard the candidates say? Explain.

LINKS:
http://cnn.com/ELECTION/2000/
http://cnn.com/2000/ALLPOLITICS/stories/03/01/debate.advancer/index.html
http://cnn.com/2000/ALLPOLITICS/stories/03/01/debate.tone/index.html

Democracy in America: Young Voters : Democracy in America: Young Voters

1. Contrast the tone between candidates Gore and Bradley with the tone of the Republican candidates. What charges are George W. Bush and John McCain leveling against each other? What is the delegate count in this race? When is the next GOP presidential debate? Why is next Tuesday important to both Mr. McCain and Mr. Bush?

2. Do the young voters in the video believe that any of the presidential candidates are addressing their concerns? Explain. If one of the candidates could connect with America's youngest voters, how many potential voters could he claim?

3. What fraction of all voters aged 18-24 voted in the last presidential election? Which of the presidential candidates have the best chance of winning young voters? Why? What factors played a role in an increase in young voter turnout in 1992?

4. According to the young voters interviewed in the video, what issues are most important to them? Why do you think young voters feel that the candidates are not addressing these issues?

5. Challenge your students to consult the websites of the four major candidates listed below. Using these websites and any other pertinent resources, have your students write papers analyzing each candidate's position on issues of importance to the youngest voters. Direct students to conclude their papers with their opinions on which candidate(s) best speaks to the young voter, and why.

6. Direct your students to the first website below, the FEC site that charts voter registration and turnout by age in federal elections. As a class, analyze the data given through 1996. What generalizations can be made about the youngest voters in the U.S.? Does this information support or refute what students heard in the video? Generate a class discussion on what can be done to reverse the low voter turnout among young people.

LINKS:
http://www.fec.gov/pages/agedemog.htm
http://algore2000.com/
http://billbradley.com/
http://www.mccain2000.com/
http://www.georgewbush.com/

EDITOR'S NOTE:
Supreme Court
Roe v. Wade
civil rights
Brady Law
bigot
intolerance
"Rock the Vote"
party affiliation

TODAY'S NEWS

Science Desk : Artificial Skin

1. What is Corrositex? For what is it used? How does it work? What testing method does it replace? What is the reaction of animal rights groups to this new product? How might the EPA's approval of this product for testing skin corrosives change the way other kinds of products are tested?

2. How do you think the Corrositex method compares to rabbit skin testing as a predictor of human skin reactions to corrosive chemicals? Do you think either method is 100% accurate? Explain. How close do you think the "biobarrier" is to the texture of human skin? Describe any other steps you feel should be taken to insure that a product is safe for prolonged exposure to human skin.

3. The degree to which a substance allows another substance to seep through it is called "permeability." Human cells allow only certain things to enter through their membranes, so they are called "semi-permeable." In small groups, have students do permeability trials on various substances:
    1. Number 12 small, clear plastic cups.
    2. Have students fill the cups with water.
    3. Next, have them place various barriers to be tested over the tops of the cups. For example, try using a rubber glove, piece of wool, plastic bag, paper towel, etc.
    4. Use rubber bands or twist ties around the lips of the cups to hold the barriers in place.
    5. Ask students to put ten drops of red vinegar onto the barriers above the water of each cup
    6. Have students observe the water in the cups over three days' time and write down what they see.
    7. Share and discuss the results. Ask: Which barriers where the most permeable and which were the least?

    Tie the test into the news story by asking: "How permeable do you think the 'biobarrier' used in Corrositex is? To which substance you tested do you think the 'biobarrier' is most similar? What role does permeability play in the Corrositex testing method?

LINKS:
http://www.invitrointl.com/corrosit.htm
http://altweb.jhsph.edu/science/pubs/ECVAM/ecvam06.htm
http://search.eb.com/bol/topic?eu=60778&sctn=1#s_top
http://www.umanitoba.ca/faculties/science/biological_sciences/lab3/biolab3_3.html
http://www.geocities.com/Athens/Parthenon/6853/cellm.html

EDITOR'S NOTE:
corrosive

- artificial membrane

WORLDVIEW

Top of the World : Kosovo Isolation

1. Generate a brief class discussion to refresh students' memory on recent events in Kosovo. Where is Kosovo located? Who controls this province? What is its ethnic composition? Why did conflict erupt there? How did the international community become involved? What is the status of the conflict today?

2. What is NATO? What is NATO's current role in Kosovo? In spite of NATO's presence, what is happening to many Serbs who remain there? According to one battalion commander, why can't NATO pull its troops out of Kosovo? Based on what you have seen in this story, do you believe that the NATO presence in Kosovo has been effective? Explain.

3. Why have Serbs become the victims of ethnic Albanian attacks? Ask students to work in groups to research the background of the centuries' old conflict and its most recent events. Have them share their findings. Why do both sides claim Kosovo as their own? Why do ethnic Albanians now feel entitled to revenge? Ask students to consider whether they think there will ever be peace in this region. Challenge each student to write an essay predicting what the situation in Kosovo will be like 10 years from now.

LINKS:
http://167.8.29.15/news/index/kosovo/koso1041.htm
http://www.nando.net/Kosovo/story/general/0,2773,31263-50259-373395-0-beaufort,00.html
http://www.oaza.co.yu/kosovo/strmediji/josvisenew/together.htm
http://cnn.com/SPECIALS/2000/kosovo/notebook/0131/
http://www.nato.int/

Communication Transformation: Africam.com : Communication Transformation: Africam.com

1. What do cybersurfers see when they go to the Africam website? Describe some of the different scenes they can experience. What information can visitors to this site obtain?

2. According to the Associate Editor of PC World magazine, Africam.com "closes the geographical gap." What does this mean? How does the Internet make the experience of a safari possible for millions who might never make the trip?

3. Changing technology has offered many opportunities for people to experience events they would otherwise never have experienced. Take this opportunity to tell your students what it was like to watch astronauts land on the moon, via live television, in 1969. Ask them what other "virtual experiences" they have had, via television or the Internet. Then challenge each student to flex his/her imagination and go back in time to witness, via technology, an important historical event. What might it be like to witness the signing of the Magna Carta "live" on television? How might a 24-hour Internet "cam" have recorded a past president's inaugural address? Ask each student to write an essay or present an oral report on his/her chosen event and what he/she "experienced" by "being there" via technology.

LINKS:
http://www.africam.com/

Check It Out: China UFOs : Check It Out: China UFOs

1. What is a UFO? What kinds of "sightings" have been occurring over China? Who is Sun Shili? What is his role in the UFO mystery? How does he go about investigating UFOs? What silver lining does one local communist party official see in this UFO frenzy?

2. Do you believe that UFOs are evidence of extraterrestrial life, or are they simply unexplained physical phenomenon? State your rationale. Why do you think the Chinese people are so caught up in UFOs? Do you think their fascination with UFOs is healthy or unhealthy? Explain.

3. UFO sightings remain controversial, and their true identities are, of course, unknown. The websites listed allude to the connection between UFOs and media: science fiction movies, TV shows, and news headlines that sell more papers. Ask students to discuss their beliefs about the UFO/media connection by considering the following questions:
    - Do students think that interest in UFO entertainment media has a correlation or a causation to some people that claim to see UFOs?
    - Do they think that some UFOs could easily be explained by governmental secrets, military or otherwise?
    - Do they think that some news tabloid companies use the concept of UFOs to sell their products?

   Direct students to explain their opinions using examples.

LINKS:
http://newpower.org/xnews/100/01/1231.shtml
http://ufoinfo.com/roundup/articles/china.html
http://www.inexplicata.com/issue1/china.html
http://members.aol.com/TPrinty/UFO.html

EDITOR'S NOTE:
NATO
Kosovo
Serbs
Albanians
safari
Africam.com
UFO

NEWSROOM CHRONICLE

Special Series : Drugs: Perceptions, Realities (Part V)

1. What is Andy MacDonald's passion? How old was he when he picked up his first skateboard? What stereotype does he claim most people have of skateboarders? How is Andy different from this stereotype?

2. When was Andy MacDonald first exposed to drugs? How did he respond to offers of drugs by other skateboarders? What does Andy say is his "high"? Why does he stay away from pot and other drugs?

3. What is a role model? In what way is Andy MacDonald a role model? Why do you think that the Partnership for a Drug-Free America chose him as the first athlete to do a public service announcement against drugs? What did Andy get from this experience?

4. Ask students: Do you think anti-drug campaigns that use celebrities and athletes are effective? Why

or why not? If you could create the best public campaign against drugs, whose help would you seek? How would you get the message across to young people? Challenge each student to create an anti-drug campaign PSA or ad he/she believes would be effective. First, have students write scripts, including stage directions, for their ads or design and edit their print ads. Students may choose to use famous people or people they know in their campaigns. Next, have students copy and present their print ads or video or audiotape their PSAs and play them for the class. After all the presentations, generate a class discussion about the approaches that best reach the young audience.

LINKS:
http://www.drugfreeamerica.org/
http://splitusa.com/riders/macdonld.html

EDITOR'S NOTE:
Andy MacDonald
skateboarder
role model
stereotype

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 3, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:15... 02:50
Top Story ... 03:25... 06:15
Augusto Pinochet is free to leave England, but he may face charges in Chile.

World Reaction ... 00:55... 07:10
Pinochet's release sparks global reactions.

Democracy in America: GOP Debate ... 02:10... 09:20
Last night it was the Republican candidates' turn to debate the issues.

YOUR DAILY DESK ... 00:20... 09:40
Editor's Desk ... 02:05... 11:45
Seismologist Andrew Michael turns tremors into music.

WORLDVIEW ... 00:20... 12:05
Taking Care of Business ... 07:40... 19:45
A unique business offers customers a New World take on Old World art.

Artistry in Action: Chinese Painter ... 03:10... 22:55
A remarkable Chinese artist paints what he hears.

NEWSROOM CHRONICLE ... 00:20... 23:15
Special Series ... 04:15... 27:30
Meet a woman who has made a lifelong commitment to America's youth.

Look Ahead ... 00:20... 27:50
Women Making History: March 10, 17 & 24 on CNN NEWSROOM

CNN NEWSROOM CLOSE ... 00:10... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Pinochet's Release

1. Who is Augusto Pinochet? When and where was he arrested? What allegations against him have made him the subject of international controversy? What is immunity? Why do international governments grant representatives of other governments immunity? Did it protect the former Chilean dictator in this case? Explain.

2. What ruling did Great Britain's high court make on General Pinochet's case two weeks after his arrest? What happened when Mr. Pinochet appealed this ruling? Why was the subsequent ruling overturned? What is extradition? When Britain's Law Lords ruled again, on what charges did they rule Mr. Pinochet could be extradited? Why did Chile ask for his return?

3. What was the rationale behind the British Home Secretary's decision to release Augusto Pinochet? What happened when human rights groups attempted to challenge that decision? If you were a relative of one of the victims of the Pinochet regime, how would you feel about the former dictator's release? Why?

4. Challenge your students to formulate their own opinions on Augusto Pinochet's case. Have them work in groups to learn more about the charges against him, as well as the reasons behind the decision to let him return to Chile. Then have each group of students issue statements outlining the case for and against freeing the general, and take a vote among group members to determine his fate. Share group decisions and compare them to what has transpired in Great Britain. Do your students think the authorities made the right decision? Discuss.

LINKS:
http://cnn.com/2000/WORLD/europe/03/02/pinochet.05/index.html
http://www.hrw.org/campaigns/chile98/index.htm
http://www.hrw.org/campaigns/chile98/ans2.htm
http://www.infoplease.com/ipa/A0107407.html

Democracy in America: GOP Debate : Democracy in America: GOP Debate

1. Who appeared in person at last night's GOP debate? Which candidate appeared via satellite? Do you think not being there in person will impact John McCain's campaign in California? State your rationale.

2. Which of the candidates calls himself the "sentimental favorite" of Republican voters? Why? How would you define "bedrock conservatism"? Which candidate do you think most closely expresses what most Republican voters believe? Explain. Did you watch this debate? If so, how would you assess each candidate's performance? Was there a clear "winner"? Explain. If not, what would motivate you to watch future presidential debates?

3. In what is being dubbed the "comedy campaign," GOP candidates Bush and McCain appeared on rival late-night talk shows this week. If any students saw these appearances or portions of them, have them share their observations with the class. Do students think either or both of the candidates benefited from these appearances? Do they think presidential candidates should make these kinds of appearances? Have them consider both sides and write analytical papers on the pros and cons of conducting a "comedy campaign."

LINKS:
http://cnn.com/ALLPOLITICS/
http://cnn.com/2000/ALLPOLITICS/stories/03/02/gop.debate/index.html
http://cnn.com/2000/ALLPOLITICS/stories/03/02/comedy.campaign.ap/index.html

EDITOR'S NOTE:
Augusto Pinochet
immunity
extradition
house arrest
International Torture Convention
bedrock conservatism

YOUR DAILY DESK

Editor's Desk : Earthquake Music

1. How does Andrew Michael add the sounds of seismograms to musical compositions? What is a seismogram? What is the natural pitch of of the seismograms? What does Mr. Michael hope to accomplish by using the music when he lectures?

2. What do you think of the music on the news story? What other natural elements do you know of that have been included in musical pieces? For what other reasons, besides education, do you think that composers include nature in music?

3. Natural elements have inspired many works of art and music, even when their recorded sounds are not actually included in the pieces. Have students do some research on famous landscape paintings and classical music to learn more about the influence of earthquakes and other natural sounds and occurrences on art. Share student findings.

   EXTENSION: Play examples of of music that remind many people of natural phenomena. Beethoven's Pastoral Symphony (the sixth symphony) or Mussorgsky's Night on Bald Mountain are two examples. Play portions (available on the web) and ask students to write down what the music represents to them. Analyze ways in which the music sounds like events such as storms.

LINKS:
http://www.pbs.org/wnet/savageearth/
http://www.nittlion.com/earthquake.html
http://www01.excite.lt/entertainment/movies/titles/e/earthquake
http://www.classiccd.co.uk/reference/works/m/mussorgsky-night.html
http://w3.rz-berlin.mpg.de/cmp/beethoven_sym6.html
http://www.nga.gov/collection/gallery/gg57/gg57-main1.html

EDITOR'S NOTE:
seismologist
seismogram
tremor
pitches
U.S. Geological Survey

WORLDVIEW

Taking Care of Business : Design Toscano

1. What kinds of "ageless images" would one see in the Design Toscano showroom just outside Chicago? Who founded the company? What gave him the idea? How did Mike Stopka meet Fabio

Orlandi? What is Mr. Olandi's occupation? What products does he make for Design Toscano? What other products can shoppers purchase from the company's catalog?

2. When did Mike's wife, Marilyn, make Design Toscano her full-time career? What conditions have promoted Design Toscano's success? What challenges do the business owners still face in order to maintain their success?
3. Ask students if they have ever heard the word "entrepreneur," and if so, if they know what it means. Invite a local entrepreneur to talk to the class about his/her business, how it got started, and what it takes to keep it going. Refer students back to the Mike and Marilyn Stopka. How do they fit the definition of "entrepreneur"? Compare their entrepreneurial challenges to those faced by your visiting entrepreneur. What common skills, qualities and resources must a person have to be a successful entrepreneur? Discuss.

LINKS:
http://www.designtoscano.com/
http://www.famousartreproductions.com/
http://museumsinternational.com/

Artistry in Action: Chinese Painter : Artistry in Action: Chinese Painter

1. What is the name of artist Luo Zheng's exhibit? How is he different from most other artists you have seen? When did he begin his painting career? How would you describe his work?
2. How did Luo Zheng get started as a painter? Why does he paint music? How long does it take for him to complete a painting? What are some of the classical works Luo Zheng has painted? Why have his paintings never been sold?
3. Luo Zheng was born with Down's Syndrome. Have students conduct research to learn more about Down's Syndrome and the physical and mental challenges it often presents those who have it. Share student findings. How does a knowledge of this disorder make Luo Zheng's achievements especially impressive?
4. Many artists have attempted to combine art forms, including music and visual art, as Luo Zheng does. Have students search resources like the Internet for other examples of visual music. The websites below may be helpful. Then challenge students to mix art forms of their own. Have each student create his/her own visual music, poetic art, musical sculpture, or whatever art form he/she wishes. Turn your classroom into an gallery for a day and allow each student to present and explain his/her work.

LINKS:
http://microweb.com/ronpell/AnimtdLsrVisMusMedatns.html
http://www.midiworks.com/

NEWSROOM CHRONICLE

Special Series : Women Making History: Roxanne Spillett

1. How is Roxanne Spillet "making history"? Of what organization is she president? How has she facilitated the phenomenal growth of the Boys and Girls Club of America? What are some of the organizations that have helped her?
2. Describe Ms. Spillett's lifelong commitment to the health and welfare of children. What is it like for her, being in such a position of power as a woman? What is at the top of Ms. Spillett's future plans?

What is her message to teens who might want to follow in her footsteps?

3. Ask students if they know of women in their community who have been leaders in helping youth to achieve their goals. Who are the women that help young people to maximize their potential? Students may want to consider educators, church and civic leaders, and any other women who are committed to youth. Challenge each student to interview his/her choice and write a paper that tells her story. In honor of "Women's History Month," publish some of the students' stories in the school newspaper.

LINKS:
http://www.bgca.org/
http://www.wapa.gov/CSO/eeo/femonth.htm
http://www.nwhp.org/

EDITOR'S NOTE:
Roxanne Spillett
Boys and Girls Club of America

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 6, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:15... 02:50
Top Story ... 04:40... 07:30
Israel plans to withdraw troops from occupied territory in Lebanon.

IN THE HEADLINES ... 01:35... 09:05
- Mozambique rescue attempts continue.
- President Clinton visits Selma, Alabama.

YOUR DAILY DESK ... 00:40... 09:45
Environment Desk ... 03:15... 13:00
Florida's Dry Tortuga Islands may become the world's second largest ecological reserve.

WORLDVIEW ... 00:40... 13:40
Wild Kingdom ... 02:30... 16:10
Environmentalists fear that a salt production mine may harm a nearby whale sanctuary.

Information Please ... 03:05... 19:15
Some Amazonian alligators may not be endangered after all.

Inside Europe ... 01:55... 21:10
Spanish pet owners bring their beloved animals to Madrid for a blessing.

Check It Out: Car-free Italy ... 02:35... 23:45
Visitors to Italian cities enjoy car-less Sundays.

NEWSROOM CHRONICLE ... 01:00... 24:45
Democracy in America: Primaries ... 02:45... 27:30
This Tuesday 16 states will hold presidential primaries.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Israeli Withdrawal

1. When did Israel invade Lebanon? Why? In what year did Israel begin to withdraw from Lebanon? Why do you think the country is now planning to withdraw completely from Lebanon?

2. What is the Hezbollah? Why do you think that this group continues its attacks against Israel, even though Israel plans to withdraw its troops from South Lebanon? Do you think the group will cease its attacks if Israel withdraws completely from Lebanese territory? Explain.

3. What is a unilateral decision? Why do you think that Israel would consider a unilateral withdrawal from Lebanon, without coming to an agreement with Lebanon and Syria?

4. The news story indicates that the Israeli troop withdrawal could actually make efforts at peace in the region more complicated than they are now. How could this be? Why do you think that Syria is against a peace deal by July?

5. Challenge students to learn more about current events in the countries highlighted in this news story by reading web sites and other news sources. Discuss the complications involved in the region's politics and reasons that peace is so difficult to achieve. Based on their findings, have students hold a mock summit, in which students are divided in thirds to represent the three countries of Israel, Syria, and Lebanon. Challenge them to arrive at a viable peace treaty.

LINKS:
http://www.cnn.com/2000/WORLD/meast/03/05/mideast.02/index.html
http://www.cnn.com/2000/WORLD/meast/02/07/israel.hezbollah/
http://menic.utexas.edu/menic/
http://www.odci.gov/cia/publications/factbook/is.html
http://www.odci.gov/cia/publications/factbook/le.html
http://www.odci.gov/cia/publications/factbook/sy.html

IN THE HEADLINES : IN THE HEADLINES

1. What natural disaster has affected Mozambique recently? In what ways have rescue attempts helped hundreds of citizens? What are the most recent worries of relief workers?

2. What happened in Selma, Alabama, in 1965? Who was the U.S. president at that time? What was his reaction to the events in Selma? Why was President Clinton in Selma for the anniversary of "Bloody Sunday"?

3. Challenge students to learn more about the devastation brought to Mozambique as a result of the flooding. Ask them to search websites that sugggest ways in which world citizens can help the refugees in Mozambique. Challenge students to create a school-wide effort to help those stranded by the flood.

4. Encourage students to investigate the details of the Voting Rights Act of 1965. Ask them to write a brief essay in which they discuss the reasons the act was needed and its provisions.

LINKS:
http://www.cnn.com/2000/WORLD/africa/03/05/africa.floods.02/index.html
http://www.reliefweb.int/ocha_ol/onlinehp.html
http://www.unicefusa.org/alert/emergency/mozambique/mozambique.html
http://gi.grolier.com/presidents/aae/side/voterite.html
http://www.aclu.org/issues/racial/racevote.html

EDITOR'S NOTE:
occupied territory
security zone
Hezbollah
deployment
unilateral
Islamic Movement
"Bloody Sunday"

YOUR DAILY DESK

Environment Desk : Florida Keys Reserve

1. What is happening to fish populations off the coast of Florida's Dry Tortuga Islands? What are the probable causes? How have commercial fisherman been impacted by this trend? What proposed solution is being debated? How do you think including the only living U.S. coral reef in the proposal impacts public opinion about it? Who is in favor and who is against this proposal? What are the reasons behind the opposing positions?

2. What specific age group within fish populations is most adversely affected? How does the proposal address this age group? What provisions does this plan include to prevent a similar situation from happening once the fish population increases to a normal size? Why do you think scientists favored this plan over alternatives such as remote fish hatcheries?

3. Challenge your students to find out more about fish populations of the Dry Tortuga Islands. Have students:
    1. Find out what kinds of fish are found around the Dry Tortuga Islands.
    2. Choose one species from #1 above and describe in detail that fish's lifecycle. Within their descriptions, be sure students include the age at which the fish become able to reproduce.
    3. Describe adverse conditions that could lead to a shortage of this fish in the ecosystem.

    Have each group present its information and discuss how the current reserve proposal might impact the various fish populations.

LINKS:
http://www.fws.gov/
http://agnews.tamu.edu/stories/MISC/Apr1597a.htm
http://www.publicaffairs.noaa.gov/deepseacoral.html
http://fpac.fsu.edu/tortugas/studyarea/jaap.html

EDITOR'S NOTE:
overfishing
ecological reserve
spawning grounds

WORLDVIEW

Wild Kingdom : Whales in Danger

1. Where is the San Ignacio Lagoon located? Why do you think that this location was chosen for the salt mine? Why do some environmentalists object to the proposal? According to the news story,

does current evidence suggest that a salt mine would hurt the Pacific grey whales that migrate there? Does the Mitsubishi Corporation seem to care whether or not the whales will be affected? Explain.

2. Websites listed below present information from both sides of the issue: those in favor and those opposed to the proposed salt production plant. Direct students to examine arguments from both positions before drawing their own conclusions. Ask them to write persuasive letters to the Mexican government that argue why the project should or should not go forward.

   EXTENSION: Carefully examine the website arguments for and against the salt mine production plant. With students, look at the use of language, evidence, and argument strategies. Which arguments are the most effective? What about them persuades readers to their point of view? What techniques do students find to be weak in the arguments?

LINKS:
http://www.bajasalt.com/
http://www.nrdc.org/nrdc/field/plact.html#petition
http://savebajawhales.com/
http://www.princeofwhales.com/whaling.htm

Information Please : Brazil Alligators: World Report

1. What is a fluvial archipelago? Where is Anavilhanas? Why is this area appropriate for conducting research on Amazonian alligators? How long have scientists been working in this area? What are they discovering about black caiman alligators? What are they proposing, based on their research?
2. What would the scientists' proposal for alligator management in the Amazon include? Do you think that the animals ought to be hunted again? Why or why not? In what ways could managed hunting help the people of the region?
3. Have students learn more about wildlife management and hunting laws designed to both keep herds from overpopulating areas and to keep people from overhunting animal populations. Invite someone from your local or state department of wildlife management to discuss how hunting regulations and other laws are designed to provide for environmentally safe practices for both wildlife and citizens.

LINKS:
http://www.wildlifemanagement.com/
http://bluegoose.arw.r9.fws.gov/NWRSFiles/WildlifeMgmt/WildlifeMgmtIndex.html
http://www.fws.gov/
http://www.pbs.org/edens/manu/reptiles.htm

Inside Europe : Pet Blessing

1. Why do Spanish pet owners take their pets to St. Anthony's Cathedral in Madrid every year? Describe the celebration. Does is seem to be a religious celebration? Explain.
2. How do you characterize this annual event: Is it fun opportunity for Christians to connect with their God? Does it strike you as pious? As sacrilegious? Explain.
3. Ask students to learn more about similar blessings or events that connect communities with religions. Hold a discussion in which students talk about the symbolism and significance of such events.

LINKS:

http://www.planetpets.simplenet.com/petnews122.htm
http://www.wfaa.com/wfaa/articledisplay2/1,1981,3179,00.html
http://www.kdla.state.ky.us/arch/hounds.htm

Check It Out: Car-free Italy : Check It Out: Car-free Italy

1. What have many Italian cities banned from their streets one Sunday per month through May? What is the purpose of the program? What are the results so far? Do people seem to be happy with the experimental program? Explain.

2. Would you like to see a similar experiment implemented in your city or town? Why or why not? What would you do differently in your town on a car-less day? What would the potential benefits and disadvantages be?

3. Direct students to write letters to the town council or mayor of your city proposing a program similar to the one described in the news story. Be sure that students include a rationale for the program and methodolgy for advertising and implementing the program.

LINKS:
http://www.nandotimes.com/24hour/modbee/healthscience/story/0%2C1655%2C500141068-500166921-
http://www.cnn.com/2000/WORLD/americas/02/24/colombia.bogota.cars.ap/index.html
http://www.bts.gov/
http://careers.news-observer.com/newsroom/ntn/world/120898/world21_4807_noframes.html

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EDITOR'S NOTE:
fluvial archipelago
sustainable exploitation
biodiversity
pilgrimage
pious
ban

NEWSROOM CHRONICLE

Democracy in America: Primaries : Democracy in America: Primaries

1. How much of the country's population is represented in this Tuesday's primaries? How many Democratic and Republican delegates will be determined by these primary votes? What demographic could have a significant effect on the outcome, were these people to vote en masse?

2. Why do you think that such a small percentage of young eligible voters choose to vote in the primaries? If you are old enough, will you vote? Why or why not? If you were old enough, would you choose to vote? Explain. If you would not vote, what would change your mind?

3. The news story indicates that young voters in the 1960s had more compelling issues to motivate them than do today's young voters. Challenge students to understand that statement by exploring the social and political scene of the 1960s. Discuss whether or not there are contemporary issues that are just as pressing as those faced by voters in the 60s, and what those issues might be.

4. Place students in small groups, each group representing a current presidential candidate. Have each group create a campaign strategy to get young voters out to the polls. Have each group present its strategy, and discuss the effectiveness of each.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/03/05/campaign.wrap/index.html
http://www.billbradley.com/
http://www.algore2000.com/
http://www.mccain2000.com/
http://www.georgewbush.com/

EDITOR'S NOTE:
Generations X and Y
Silicon Valley
Madison Avenue
"outsider" image

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CNN NEWSROOM Guide

March 7, 2000

March is Women's History Month, and each Friday throughout the month CNN NEWSROOM will be profiling women "first" in their area of expertise.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 03:30... 05:50
More relief efforts are needed to save people stranded by Mozambique floods.

Democracy in America: March 7 Primaries ... 02:05... 07:55
Today's primaries could make or break presidential hopefuls.

YOUR DAILY DESK ... 00:45... 08:40
Health Desk ... 02:20... 11:00
Teenage body image is greatly influenced by peers and the media.

WORLDVIEW ... 00:45... 11:45
Inside North America ... 05:30... 17:15
A former drug dealer works to keep others from self-destruction.

Around the World ... 04:45... 22:00
Romania's population boom victimizes young children.

NEWSROOM CHRONICLE ... 00:20... 22:20
Democracy in America: Young Voters ... 02:00... 24:20
Chronicle takes a look at the issues concerning young voters.

Democracy in America: Gender Gap ... 03:00... 27:20
Women represent a powerful force in American politics.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Mozambique Floods

1. What is the present situation in Mozambique? What threatens to make it worse? Who is trying to

help in the relief efforts? Who is Gracia Machel? What are her criticisms about rescue and relief efforts?

2. Even when the flood waters subside, why might residents of Mozambique suffer further consequences? What might be the long-term effects? In what ways can other countries assist Mozambique?

3. It can be very difficult for people who have not lived through a major tragedy to imagine its impact. Challenge students to experience a tiny piece of such a tragedy by going without some things they commonly enjoy for just a day. Things they could forego include a meal, their favorite music, radio, television, or dry blankets. Discuss their experiences in class, and remind them that they have the luxury of returning to their conveniences at will, whereas the victims do not. Have them consider ways of helping the victims in Mozambique by using agencies set up to help in the relief efforts.

LINKS:
http://www.cnn.com/2000/WORLD/africa/03/06/africa.flood.01/index.html
http://www.lonelyplanet.com/dest/afr/moz.htm
http://www.care.org/info_center/mozambique/index.html
http://www.wr.org/

Democracy in America: March 7 Primaries : Democracy in America: March 7 Primaries

1. What percentage of the nation's electorate can participate in today's primaries? How does this compare to those who can vote in the presidential election itself? Why might this primary date determine the presidential candidates for the 2000 election?

2. What is an open contest? A closed one? A semi-open contest? How might these differences make the results more interesting? So far, which voters have tended to cross party lines, and for which candidate?

3. Who do you think are likely to come out the winners in today's primaries and caucuses? How do you feel about your prediction: are you pleased or not with the way the primaries are going? Explain.

4. Have students research the difference between a primary and a caucus. In a short essay, request that they explain each type of vote and consider the ways in which these differences might affect voters.

LINKS:
http://www.thegreenpapers.com/
http://www.politics1.com/calendar.htm
http://www.iowapulse.com/caucusfacts/

EDITOR'S NOTE:
Limpopo River Valley
relief effort
caucus
open primary
semi-open primary
closed primary

YOUR DAILY DESK

Health Desk : Girls' Weight: Influences

1. What factors greatly influence the way teenagers perceive their bodies? What is an eating disorder? Give an example. According to the video, what is the "best weapon" against eating disorders?

2. What is self-esteem? What factors do you think influence a person's level of self-esteem? Why do you think there is often a correlation between body image and self-esteem? In your opinion, how can people increase their self-esteem?

3. Do you think there is an "ideal" physique for men and women? Explain. If so, why? Why do you think many females try to conform to unrealistic levels of thinness? To what degree do you think mass media influences body image? Why? Would you describe Americans' concern with body image as an obsession? Explain.

4. Refer small groups of students to the websites below to learn about the risk factors, symptoms, and treatments for bulimia and anorexia. Have students identify the cultural factors related to these diseases, and how these illnesses affect the body. After students have shared their findings, ask:
   1. Why are teenagers at risk for developing eating disorders?
   2. Why do you think more females, versus males, have eating disorders?
   3. What should you do if you suspect someone you know has an eating disorder?

   Following class discussion, have students use their research to create a pamphlet to educate their peers about the health risks and treatment options associated with eating disorders. If possible, distribute the pamphlets to your school nurse and counselors.

   EXTENSION: Facilitate a class discussion about why media has the power to influence people's attitudes and beliefs. Next, have students conduct archive research to compare the body images portrayed in the media from 1900-1950s to those portrayed in the media from 1960-2000. Direct students to share their findings and discuss how the definition of beauty has changed during the last century, why these changes have occurred, and whether these concepts of beauty are realistic and healthy. Ask: What can media companies do to help reverse the trend of promoting unrealistic and unhealthy body images?

LINKS:
http://interact.uoregon.edu/MediaLit/FA/MLhealth.html
http://www.cybertowers.com/selfhelp/articles/eating/nih/
http://www.aabainc.org./home.html
http://www.edap.org/

EDITOR'S NOTE:
eating disorder
bulimia
anorexia
media
body image

WORLDVIEW

BEST COPY AVAILABLE

Inside North America : An Amputee's Choice

1. Who is Dan Davidson? What is he doing in prisons? How did he behave prior to his accident? How did lose his limbs? What made him choose to live?

2. Do you know anyone who has lost control of his or her decisions due to illegal substances? What do you think makes people choose to risk their ability to think rationally by taking drugs? Do you no anyone who was in a dangerous situation due to drugs? After this experience, has the person chosen to avoid a similar future risk? Why or why not?

3. Do you think that it is effective for youths at risk to hear someone like Dan Davidson relate his personal experience? Why or why not? Do you think that facilities such as the Collier County Drill Academy are effective? Explain. What other programs or activities do you think can keep young people from taking illegal drugs or becoming involved in gangs or other life-threatening activities?

4. Mr. Davidson said, "If you're the president of a company or if you're a quad [amputee], you can take full responsibility for putting yourself there." Think of examples, both locally and in the news, in which people take or refuse to take responsibility for their own actions. Do you think that your peers - and people in general - tend to take responsiblity for their actions, or do they prefer to blame others for events in their lives? Explain.

5. Challenge students to do research by calling local organizations, agencies, or the police department to find a speaker similar to Dan Davidson. If there is sufficient budget available, have students propose to the school board that the speaker be asked to talk at their school.

LINKS:
http://www.djj.state.fl.us/index.html
http://www.ndpl.org/links.html
http://drugsbite.com/pages/school.htm

Around the World : Romanian Adoptions

1. Who is Nicolae Ceaucescu, and what did he encourage in Romania? What has occurred as a result of his policy? How have Romanian parents tried to deal with the children they feel they cannot raise? How have some children benefited? How have some suffered?

2. In what ways have Romanian adoption laws changed? Do you think that they have worked as they were intended, to "streamline and control the adoption process"? Do you think they have helped or harmed orphans? Explain. In what ways have the new laws made it harder for families to adopt the orphaned children?

3. What do some Romanians think is the greatest crime in attitudes of those who abandon their children? Do you think that people's attitudes towards young children have changed over the years? In what ways? How are young children looked upon in your society? Are they respected and appreciated, or are they seen as a burden? Explain.

4. Direct students to listed websites that offer adoption services for children in Romania and other countries. Discuss in class the many steps parents must take in order to successfully adopt a child. Do they think that these steps prevent some children from being adopted, or do they insure that children are brought into only homes that truly want them? In what ways do your students see the Internet facilitating international adoptions?

LINKS:
http://www.execpc.com/romanian_adoption_assistance/index.htm
http://www.adoption-service.com/frame1.html
http://www.finally-family.com/

EDITOR'S NOTE:
dictator

bureaucracy
international adoptions

NEWSROOM CHRONICLE

Democracy in America: Young Voters : Democracy in America: Young Voters

1. According to the story, what are the top issues concerning today's young voters? Do you think that they are similar to the issues concerning the rest of America's voters? Why or why not?
2. Besides stands on issues, what would young voters like to see as part of their candidate's character? Does this surprise you? Explain. Do you feel as though politicians are talking "at" you rather than "to" you? What does this mean to you?
3. At the end of the news story, it is suggested that more people would get involved if the process were simplified. Challenge students to come up with campaign reforms that would simplify the presidential election process. Discuss their ideas in class. Ask: Which ideas do you think are truly viable, and why?

LINKS:
http://www.cnn.com/ELECTION/2000/
http://www.cnn.com/2000/ALLPOLITICS/stories/03/06/super.tuesday/index.html

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Democracy in America: Gender Gap : Democracy in America: Gender Gap

1. How are candidates tailoring their messages to women voters? What do you think the term "compassionate conservatism" means? Why might this appeal more to women voters, according to the video?
2. Why are gender differences so important in American politics? How was President Clinton able to capitalize on these differences in his 1996 re-election campaign? What issues do many polls cite as issues of most concern to women? With which political party are those issues usually associated? What do you think the Republican candidates would have to do to capture the female vote? Why does candidate Bill Bradley seem to appeal more to men?
3. What are polls saying about Al Gore's ability to capture the women's vote? What might be the "wild card" in predicting a candidate's ability to appeal to male or female voters? Do you think any of the presidential candidates will pick a female running mate? Explain. Do you think this would be a wise political move? Why or why not?
4. Demographics are driving female voting strength, but women voters have impacted the political system since the passage of the 19th Amendment. Have students search their texts or other resources to read this amendment. When was the amendment passed? Why do students think passage of women's suffrage took so long? Once women achieved the right to vote, the League of Women Voters was created to help 20 million women carry out their new responsibilities as voters. Assist your students in consulting the first website below to learn more about the League of Women Voters, its history, and its role in shaping American politics.
5. In observance of March as Women's History Month, have students work in groups to create a timeline of Women and Politics in the U.S. Have groups of students select time periods and research the political role of women in that period. Combine all group research and have the class produce an illustrated timeline for display in your classroom. Challenge students to predict the future of women in politics: Do they think they will see a female U.S. president in their lifetime?

LINKS:
http://www.lwv.org/
http://www.vcsnet.com/USA.html
http://washingtonpost.com/wp-srv/politics/daily/march99/issues11.htm

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EDITOR'S NOTE:
socio-economic
soccer moms
waitress moms

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 8, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 02:05... 04:25
Super Tuesday began as an effort to bring power to Southern states.

Super Tuesday Outcomes ... 08:10... 12:35
- Al Gore sweeps the Democratic primaries.
- George W. Bush wins most of the Republican delegates on Super Tuesday.

YOUR DAILY DESK ... 00:45... 13:20
Business Desk ... 02:00... 15:20
Many workers claim they are victims of bullying bosses.

WORLDVIEW ... 00:45... 16:05
Top of the World ... 02:00... 18:05
Heads of developing nations plan to meet in Cuba.

Culture Watch ... 02:30... 20:35
Teachings of Confucius are revived in today's China.

Taking Care of Business ... 03:00... 23:35
The Netherlands are remembered for wooden shoes and tulips.

NEWSROOM CHRONICLE ... 00:45... 24:20
Tiger Mania ... 03:00... 27:20
Tiger Woods may surpass Michael Jordan as the world's most marketable athlete.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Super Tuesday History

1. When did Super Tuesday primaries begin? Who was running that year? How did Super Tuesday affect the presidential race in 1988? In 1992? How does this year's Super Tuesday compare to previous ones, in terms of states holding primaries and outcomes?

2. Do you think that the order in which states hold their primaries affects the outcomes of the presidential race? Does the system seem fair to you? Explain.

3. Why do you think that states hold primaries on different dates? In what ways does this system serve the candidates? In what ways might it hurt their chances?

4. Direct students to find out more about the order in which states hold primaries. Have them discover where in that order their own state's primary or caucus is held. Also have them consider different orders for states to hold their primaries. Challenge them to consider ways in which a different order of primaries may have changed the frontrunners for each party. Request that students write a short essay explaining what they believe would be the best way to determine the presidential candidate for each party, considering any changes they would make to the present system.

LINKS:
http://www.time.com/time/daily/special/look/0,2633,37744,00.html
http://www.cnn.com/2000/ALLPOLITICS/stories/03/07/tuesday.turnout/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/03/07/super.tuesday/index.html
http://www.policy.com/news/dbrief/dbriefarc536.asp
http://www.bettercampaigns.org/

Super Tuesday Outcomes : Super Tuesday Outcomes

1. How many state primaries did Al Gore win yesterday? How do you think that these wins will affect the race for the Democractic nomination? How is he now directing his attention in the campaign?

2. Based on the delegate vote and the predictions for upcoming primaries, what do you think that Bill Bradley will do with his campaign? What would you do, and why?

3. Which states did George W. Bush win yesterday? How many did John McCain win? Mr. McCain is currently behind Mr. Bush in winning delegates for the GOP National Convention. What do you think that he should do, and why?

4. Do you see any potential for a third party candidate to enter the race as a leading contender? Who do you think it would be, and why would this candidate have a real chance at the presidency? If you do not think the person could win the popular vote, how do you think that he or she would affect the vote?

5. Divide the class into two-three groups, allowing students to choose whether to be in the Republican, the Democratic, or the Independent group. Direct each group to strategize on the best decisions candidates could make in order to place a candidate from their party in the White House as a result of the November elections. Have each group present its strategies to the class for a general discussion.

LINKS:
http://www.cnn.com/ELECTION/2000/resources/whosin.whosout/
http://www.cnn.com/2000/ALLPOLITICS/stories/03/07/dem.race/index.html
http://www.cnn.com/ELECTION/2000/resources/rothenberg/gen.elex.html
http://dailynews.yahoo.com/h/ap/20000308/el/super_tuesday_glance_8.html

EDITOR'S NOTE:

concession
idealism
ratifying
staus quo
unprecedented

YOUR DAILY DESK

Business Desk : Workplace Bullies

1. What does Darla Webster do for a living? Do you think she is a good worker? What evidence from the video supports your answer? Why did one manager try to get her to quit her job? How did he try to bully her into quitting?
2. According to a new study cited in the video, what percentage of workers claim they have been "significantly mistreated" on the job? Do you believe this statistic is accurate? Explain. How do Gary Namie and his wife try to help those who feel they are being bullied at work? What is the Namies' ultimate goal?
3. Generate a class discussion about different management styles. Have students consult their texts or other resources to learn more about the different kinds of management styles, and share their findings with the class. If your students are old enough to have jobs, ask them to describe the management style of each of their bosses, withholding their bosses' identities in the discussion. Discuss the difference between what some might label as "authoritarian" vs. that which some would call "bullying." How can young workers distinguish between the two?

   EXTENSION: For what kind of boss would students most like to work? Direct students to work in teams. Have each team come up with a brief skit or role play that demonstrates the kind of authority figure students think would maximize their production while making the workplace enjoyable. After the presentations, discuss which management style students think is the most effective for both business and worker, and why.

LINKS:
http://www.bullybusters.org/
http://www.canoe.ca/CNEWSLifeArchive/sep28_boss.html
http://www.newsclassifieds.com.au/nc20/sec/employ/editorial/archive/jobdoctor2207.htm
http://www.ctv.es/USERS/raramuri/MngmSty.html

EDITOR'S NOTE:
capital
labor

WORLDVIEW

Top of the World : Cuba Summit

1. What was the "Group of 77"? When and why was it formed? What is today's number? Why has the group chosen to hold a summit? What do the leaders plan to discuss? So far, how many have committed to attending? How many are expected?
2. Consider the statistics given in the news story: "Twenty percent of the world's population that lives

in developed countries consumes 86 percent of everything that is produced, according to the United Nations, while the remaining 80 percent consumes the 14 percent that is left." What does this mean to you? How do you feel about the unequal distribution of goods? In which group do you and your peers fall?

3. Encourage students to learn more about the concerns of the developing nations by referring to the websites listed below. In the introduction to the April summit, one website includes the following announcement of themes:
   - Theme I: Globalization and the principal trends and problems of the world economy and development.
   - Theme II: The impact of globalization on the national economies of Third World countries.
   - Theme III: The capacity for influence, management and action on the part of civil society and NGOs in the countries of the South.

   Ask students to learn more about the importance of these themes to developing countries. Using their findings, have students explain in class what they think the summit talks will include and in what ways they think the summit could influence international policy.

LINKS:
http://www.g77.org/
http://www.g77tin.org/cf/events/eventlayout_banner.cfm
ttp://www.g77.org/summit/summit.html

Culture Watch : Confucius Revival

1. Who was Confucius? What were some of his teachings, as reported in the news story? Who are being taught about the leader's sayings, and why?

2. Who was Chairman Mao? Why do you think that he banned the works of Confucius? Why do you think that the current communist government is allowing the renewal of interest in Confucius?

3. The news story mentions that moral values have become a concern not only to Chinese parents, but also to Chinese leaders, due to the "get rich quick" mentality of the past 20 years. What moral values do you think can be lost when one is concentrating on riches? Do you think that these lost values are worthwhile? Why or why not?

4. Challenge students to use websites and other resources to compare and contrast the teachings of Confucius with those of Chairman Mao. In class, discuss the teachings of the two leaders and consider why Mao Zedong would have banned the teachings of Confucius during his rule.

LINKS:
http://www.easternreligions.com/cframe.html
http://www.enteract.com/~geenius/kongfuzi/
http://zhongwen.com/mao.htm
http://www.maoism.org/msw/mao_sw.htm

Taking Care of Business : Netherland Souvenirs

1. Where is the Netherlands? With what do you associate this country? Which Netherlands souvenirs are popular among tourists? Why do you think that the Dutch are so well known for tulips, even though the flowers are originally from Persia?

2. What do people typically do with souvenirs they buy? Why do people buy souvenirs? If you visited the Netherlands, do you think you would bring home any of their popular souvenirs? Why or why not?

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3. What do visitors to your state or country typically buy for souvenirs? What makes these items ones chosen as popular souvenirs?
4. Ask students to imagine that they have been have invited to spend a week with a family in the Netherlands. Challenge each student to choose a gift souvenir to bring that is representative of the area in which the students live. Have each student write a brief essay on what he/she would choose and why.

LINKS:
http://www.sueters.nl/
http://www.allthingsdutch.com/
http://www.visitholland.com/

EDITOR'S NOTE:
consensus
summit
Confucius
Mao Zedong

NEWSROOM CHRONICLE

Tiger Mania : Tiger Mania

1. Who is Tiger Woods? How old is he? How much money did he earn last year? From where did most of that money come?
2. Had you heard of Tiger Woods prior to wathcing this news story? Why do you think he is so popular? Do you like golf? Do you admire Mr. Woods? Why or why not?
3. What do you think makes an athlete "marketable"? Do you think that athletes who earn much of their money through advertising must compromise their image or their personal ethics in any way? Explain.
4. Use the example of Mr. Woods' popularity to discuss sports heroes and role models. Ask students what qualities are needed to be a role model and a sports hero. Can an athlete be a sports hero, but not a role model? Is Tiger Woods in both, or just one of those categories? Ask students to consider other athletes and how they fit into the categories. Have students discuss whether it is important for athletes to also be role models. Direct students to defend their opinions in short essays.

LINKS:
http://www.tigerwoods.com/
http://chicagotribune.com/news/editorial/printedition/article/0,2669,SAV-0002090355,FF.html
http://www.pga.com/

EDITOR'S NOTE:
endorsements
PGA

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March 9, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 02:30... 04:50
Giant wins by Al Gore and George W. Bush leave other contenders to consider quitting the race.

Democracy in America: Elections 2000 ... 03:40... 08:30
CNN traces the campaign trail from Iowa to the present.

YOUR DAILY DESK ... 00:35... 09:05
Science Desk ... 02:00... 11:05
Astronomers are keeping an eye on Near Earth Asteroids.

WORLDVIEW ... 00:45... 11:50
Communication Transformation: Japan Hackers ... 01:45... 13:35
Japan enacts measures to combat cybercrime.

Around the World ... 02:20... 15:55
Targeted advertising has many worried about invasion of privacy issues.

Inside Europe ... 02:50... 18:45
The development of computerized special effects expands Europe's media industries.

Check It Out: Athens Subway ... 02:30... 21:15
Greece's largest city improves its mass transit system.

NEWSROOM CHRONICLE ... 00:40... 21:55
Democracy in America: Campaign Songs ... 03:10... 25:05
Music can set a theme for presidential candidates.

Student Bureau ... 02:30... 27:35
Teen girls are entering the once male-only sport of wrestling.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Super Tuesday Aftermath

1. What were the outcomes of the primaries on Super Tuesday? As a result, what are Al Gore's and George W. Bush's present campaign considerations? Who were their principle challengers? How did they fare? What are they considering as a result of this week's primaries?
2. How do you feel about the present state of the campaign? Do you wish that there was more of a continuing contest between Democratic and Republican candidates, or do you think that the early decisive wins by Mr. Gore and Mr. Bush will serve to strengthen their parties' bid for the presidency? Explain.
3. Ask students to imagine they are one of the four major candidates for the presidency. Depending on the candidate they chose, ask each to write a speech that discusses the candidate's plans following the March 7th primaries.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/03/08/day.after/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/03/08/exit.polls/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/03/08/super.tuesday/index.html

Democracy in America: Elections 2000 : Democracy in America: Elections 2000

1. What were the indications at the beginning of the presidential campaign regarding frontrunners? In many past elections, the New Hampshire primary was considered to be a real indicator of the country's preferences. Was this true this year? Why or why not? Do you think that it makes sense that New Hampshire would be a state to represent national sentiment? Explain.
2. Which issue has clouded the battle for delgates between George W. Bush and John McCain? Do you think that this is a legitimate campaign issue? Explain.
3. Which do you think is more effective: negative campaign ads that attack the other candidate, or positive personal ads that do not address the other candidate? Explain. Do you think that negative ads worked to the advantage of any candidates in this year's presidential race? If so, who, and why?
4. Have students research the backgrounds of the candidates and create an ad for their favorite candidate using the strategies that they think work the best. Ask them to write a brief essay explaining their ad and why they believe it would help the candidate.

LINKS:
http://www.cnn.com/ELECTION/2000/
http://www.pbs.org/pov/totk/dissect.html
http://www.politics.com/
http://www.voter.com

EDITOR'S NOTE:
Super Tuesday
national crusade
cult

YOUR DAILY DESK

Science Desk : Asteroid Warning

1. About how many asteroids have been identified as "Near Earth Asteroids (NEAs)?" How many NEAs are scientists tracking? Which asteroid did experts think was on a collision course for Earth? What is their opinion now? What would happen if an asteroid that size crashed into the Atlantic Ocean? What historic event do many scientists believe was the result of an asteroid impact?

2. How many people have died from asteroid impacts? How large are the asteroids that most frequently impact on the Earth's surface? What do you think happens to most asteroids that enter the Earth's atmosphere? Where have the most recent impacts of larger asteroids occurred? Given the amount of asteroids that impact Earth, how do you account for the low incidence of injury? Do you agree that the asteroids in the asteroid belt between Mars and Jupiter are "a great enough distance from Earth so as not to pose a threat"? Explain.

3. NEAs are asteroids with orbits that carry them near the Earth every few years. The asteroids within this category that most people are concerned with are Earth Crossing Asteroids (ECAs). ECAs are asteroids with non-zero impact probabilities. That means the probability of an impact, although usually less than one percent, is not zero. There are four detection programs NASA and the Federal Government use to track ECAs: Spacewatch, LINEAR, NEAT, and Spaceguard. Working in small groups, challenge your students to investigate one of these methods. Have each group:
   1. Pick one of the four detection programs to investigate.
   2. Begin its investigation at the first website, which has information about all four programs. Note: If Internet access is not available, have students use other current media resources to carry out their investigation.
   3. Dig deeper by accessing the website that has its program's name in its URL (Internet addresses below).
   4. Complete its research by viewing other websites or accessing information through other current media.
   5. Present its information to the class.

   Discuss how the programs compare to one another in the areas of magnification (how far away they can spot an asteroid) and accuracy. Then have students guess which program detected the 2000 BF19 asteroid. After they have a chance to guess, you can tell them it was Spacewatch (see the last website).

LINKS:
http://www.yrbe.edu.on.ca/~langstaf/students/tongc/detection.html
http://impact.arc.nasa.gov/reports/spaceguard/sg_1.html
http://neo.jpl.nasa.gov/missions/spacewatch.html
http://neo.jpl.nasa.gov/missions/linear.html
http://huey.jpl.nasa.gov/~spravdo/neat.html
http://www.seameadow.com/why.html
http://pirlwww.lpl.arizona.edu/spacewatch/2000bf19.html

EDITOR'S NOTE:
asteroid
slingshot

WORLDVIEW

Communication Transformation: Japan Hackers : Communication Transformation: Japan Hackers

1. Why has Japan found a need to escalate their Internet security? What specific measures is the country taking? Why do critics feel that the measures are inadequate?
2. Why do you think that this need for extra security is unusual in Japan? What added measures might be needed in a country in which citizens are used to feeling safe?
3. How aware are you of cybercrime? Do you do anything to keep your computer files safe, if you have a home computer? Explain. What school policies are in effect to protect school computers?
4. A man interviewed on this news story states, "The day cyberterrorism becomes a real threat is just around the corner." Direct students to websites and other sources to learn more about cybercrime. Discuss the meaning of "cyberterrorism" and its implications in the workplace and society.

LINKS:
http://www.westcoast.com/securecomputing/july/terrorsm/terrorsm.html
http://www.time.com/time/daily/0,2960,39302-101000214,00.html
http://www.cybercrimes.net/
http://www.usatoday.com/life/cyber/tech/ctc917.htm
http://www.examiner.com/daily/0426hack.html

Around the World : Double Click Privacy

1. What is Double Click? What does the company do? What is profiling? Why are some concerned that it is invasive?
2. Do you like the idea of having marketing information targeted to fit your tastes? Why or why not? Do you think it would be helpful to you? Explain. In what ways would it be helpful to advertisers?
3. Direct students to the Double Click site to learn the most recent developments in the controversy over privacy. Also have them look at sites that help web users maintain their privacy. Ask students to create informative posters that reflect their opinions, either explaining to readers the benefits of targeted Internet marketing or informing readers about the potential dangers of an invasion of privacy on the Internet. Display the posters in the halls where other students can read them.

LINKS:
http://www.doubleclick.net/
http://www.privacychoices.org/
http://biz.yahoo.com/prnews/000306/ct_plan_ne_2.html

Inside Europe : France: 3D Technology

1. What was the setting for this news sotry? What new French technologies were showcased? How did the 3D French laser scanner compare to the American one?
2. Why does Claire Pegonier believe that France needs to develop more creative designs than the U.S.? Based on the news story, do you think that France is succeeding? Explain.
3. Based on students' experiences, discuss the question: In what ways would you say that computerized special effects have revolutionized the media industry? Ask students to give examples, to compare these techniques with those they have seen on older films, and to compare and contrast the usefulness of new techniques. Challenge them to predict how new technologies might affect media.

LINKS:

http://www.3-id.com/3-id.cgi/process/locale/fl_FL/currency/fl_FL/page/
http://www.3d-technology.com/
http://www.nexus3d.com/

Check It Out: Athens Subway : Check It Out: Athens Subway

1. How long did it take to build Athens' new subway system? How much did it cost? Why were the cost and time so extravagent? What was found during the excavations?
2. How many passengers are expected to use the new subway? How many people live in Athens? How is the system likely to help the country in 2004?
3. Does your area or a nearby city have a mass transportation system? Is it effective? Explain. Can you think of ways in which it could be improved? Do you think that mass transit systems are important? Why or why not?
4. Direct students to learn more about a particular city subway system, such as the Underground in London, BART in San Fransisco, the Metro in Paris, the Moscow subway, NYC subway, etc. If possible, ask them to learn how many people these systems transport on a daily basis. Discuss in class ways in which mass transit helps to reduce traffic and pollution. Ask students to produce print ads encouraging people to use mass transit.

LINKS:
http://aardvark.magnet.at/metro/
http://www.paris.org/Metro/
http://www.wmata.com/
http://www.citylightsnews.com/ztmmmp1.htm
http://www.cs.toronto.edu/~mes/russia/moscow/personal/elektro.html
http://www.tokyometro.go.jp/metnet/3600e.html
http://www.geocities.com/Broadway/Orchestra/6944/

EDITOR'S NOTE:
cyber terrorism
vandals
privacy policy
profiling
laser scanner
disclaimer
metro
boiler plate

NEWSROOM CHRONICLE

Democracy in America: Campaign Songs : Democracy in America: Campaign Songs

1. What music does the news story indicate as each candidate's theme song? How well do you think the songs fit the candidates? How do you think that popular songs chosen as themes can help or hurt candidates?
2. At the end of the news story, the reporter alludes to another past candidate by saying, "At least this vice president can spell." To whom is she alluding? How do you know?

3. How fitting do you think that "Love Train" is for a presidential theme song? Explain. Do you think it makes sense for a candidate to compile a CD with numerous songs to play at rallies? How important do you think music is in creating a candidate's campaign personality?

4. Challenge students to either choose an already composed song or to create a campaign theme song for one of the candidates. Allow them to be either satirical or serious in their choices, as long as they can explain why they picked or created their particular choice.

LINKS:
http://www.si.edu/organiza/offices/folklife/folkways/45051.htm

Student Bureau : Female Wrestlers

1. What did the sport of high-school wrestling represent in the past? How and why is that theme changing? How many female wrestlers were involved in high school sports in 1999?

2. Why do you think that girls are interested in joining the wrestling team? How do you feel about girls participating in this once male-only arena? According to the news story, how well are they accepted?

3. Are there female wrestlers on your school's wrestling team? If yes, have students talk to the girls on the team about challenges, prejudices, and personal rewards they have as members on the team. If no, have your students interview some female athletes about why they think girls have avoided that sport.

4. Poll your students: How many think it is inappropriate for females to be wrestlers? Of those that find it unacceptable, why? Use the news story as an opportunity to discuss changing gender roles and the meaning of equality between the sexes.

LINKS:
http://www.fhsw.com/
http://www.intermatwrestle.com/titleix/wong.asp
http://www.mbhs.edu/silverchips/dec98/sports/girl.html

EDITOR'S NOTE:
campaign song
theme song
integration
male-dominated

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CNN NEWSROOM Guide

March 10, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:30... 02:05
Top Story ... 05:00... 07:05
Presidential hopefuls John McCain and Bill Bradley bow out after Super Tuesday losses.

Democracy in America: A Look Ahead ... 02:45... 09:50
CNN Correspondent Bruce Morton predicts months of negative campaigning.

IN THE HEADLINES: MOZAMBIQUE FLOODS ... 00:45... 10:35
Heavy rains in the flooded nation make relief efforts difficult.

YOUR DAILY DESK ... 00:30... 11:05
Editor's Desk ... 02:45... 13:50
American culture and language dominate the World Wide Web.

WORLDVIEW ... 00:30... 14:20
Friday Focus: Gender Roles ... 06:35... 20:55
Historical events brought major changes to gender roles and relationships.

NEWSROOM CHRONICLE ... 00:35... 21:30
Wilma Mankiller ... 05:50... 27:20
Wilma Mankiller leads the Cherokee nation.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : The Field Narrows

1. John McCain suspended, rather than ended, his campaign for the presidency. What does this mean? Do you think that he will make a come back? Why or why not? If not, in what other ways could he affect the Republican platform?

2. Mr. McCain wished his immediate rival, George W. Bush, the best, but he did not endorse him. What does this mean, and what could it mean to Republicans, and in the general election? What do you think it would take for Mr. McCain to endorse Mr. Bush? Do you think that this will happen? Why or why not?
3. Which Democractic hopeful has left the presidential race? Did he endorse his opponent? Why or why not? Which issues were important to Mr. Bradley? Do you think that these issues are also important to Mr. Gore? Why or why not?
4. According to Mr. Bradley, why did he not gain needed delegates? Why did he think that both he and Mr. Mccain became casualties of the presidential race?
5. Challenge students to research more about John McCain and Bill Bradley. Based on what they learn about the candidates, direct them to write an apppropriate speech for one of the candidates in which they leave the presidential race.

Democracy in America: A Look Ahead : Democracy in America: A Look Ahead

1. According to the news story, who were the political insurgents in the presidential race? What is an insurgent? In what ways were these men insurgents?
2. On what does Mr. Morton base his predictions that the rest of the campaign will be negative? Do you agree with him? Why or why not?
3. Challenge students to examine the ways in which Bruce Morton thinks the top candidates will attack each other in negative campaign ads. Then have them research each candidaate's official website and other resources from which they could build positive ads. Ask each student to create a positive ad that they think could build one of the candidates's credibility more than a negative ad.

LINKS:
http://www.algore2000.com/
http://www.algore2000.com/
http://www.georgewbush.com/

EDITOR'S NOTE:
matching funds
endorsement
maverick
party establishment

YOUR DAILY DESK

Editor's Desk : World Without Borders

1. Roughly how much of WWW usage comes from the U.S.? Which countries come in second and third? In what ways does this influence the content of the Web? Why do you think that other countries might find the U.S. dominance threatening?
2. In what other ways has American culture gained ground in other countries? Why do you think that these American corporations have been successful in other countries? Why might countries object to the U.S. influence? Do you think that the United States objects to major influences created by

other countries? Use examples to explain why or why not.

3. Have you ever studied another language? Do you undersatnd what it means that words can "get lost in the translation"? If yes, try to use examples to explain this problem. Why do you think that Internet translators may not work as well as their creators would hope?
4. Challenge your students to consider the ways in which the Internet may affect the international community and people's acquisition of knowledge. Challenge them to predict the effect the Internet may have on international languages in the next 50 years. Do students think that many languages could shrink or even die out as a result of globalization and language usage on the Internet? Have students defend their positions.

LINKS:
http://www.transparent.com/
http://www.euromktg.com/globstats/
http://translate-free.com/
http://www.educ.utas.edu.au/~Thao.Le/JOURNAL/JournalF.html
http://www.cnd.org/CND-Tech/HXWZhelp.html

EDITOR'S NOTE:
Euro-Disney
translators
nuances

WORLDVIEW

Friday Focus: Gender Roles : Friday Focus: Gender Roles

1. According to the news story, which gender is responsible for changes in gender roles? Why do you think that is? Who was Joan of Arc? What made her unusual? What was uncommon about Elizabeth I? What were the major historical changes that allowed women more freedom to determine their futures?
2. When did women gain the right to vote in the United States? What kind of power do women voters have in the year 2000? How can the right to vote tie in with the ability to lead nations?
3. Other countries have had women as their leaders. Do you think that the United States will follow suit in your lifetime? Why or why not?
4. What circumstances in World War II gave women power over their financial situation, leading to more independence for women? Prior to this time period, what had been the traditional role of women? Do you think that this traditional role shadows women still? Explain.
5. The story mentions that the women's revolution has also affected men. Ask students to consider the ways in which women's new freedoms (in the past 100 years) have affected men's roles. Have women's freedoms also allowed men new freedoms? If so, in what ways? Challenge students to consider stereotyped characteristics of both men and women and ways in which these are constantly being challenged. Traditional roles may have made life easier in some ways - people knew what was expected of them - but they also made life more rigid. Increased freedoms, on the other hand, bring on more responsibility. Challenge students to consider and write about their perceptions of traditional versus modern roles for men and women, analyzing ways in which these roles have been helpful and/or harmful to both genders and their interactions with one another.

LINKS:
http://www.washingtonpost.com/wp-srv/national/longterm/gender/gender22a.htm
http://www.fordham.edu/halsall/sbook1v.html
http://www.nscc.cc.oh.us/genstud/cybercon/slec5/
http://www.pbs.org/stantonanthony/
http://mail.utep.edu/~aliciam/home.html

EDITOR'S NOTE:
women's suffrage
empowerment
equal access

NEWSROOM CHRONICLE

Wilma Mankiller : Wilma Mankiller

1. What associations does the term "mankiller" evoke in your mind? What does it means in tribal traditions? How has Wilma Mankiller earned her name? What does she want for her people?

2. What is Wilma Mankiller's leadership style? How do you define "collaborative"? She says that she refuses to adopt a "male form of leadership." What do you think a male leadership style is? In what ways has her style strengthened her people in modern times?

3. Ms. Mankiller discusses a Cherokee philosophy called "being of good mind." She says that is is about preventing negative thoughts from filling one's mind. Have you ever been directed to use this kind of philosophy? If yes, recall the circumstances. Did it work for you? Does this philosophy correlate to any traditions with which you have been raised?

4. The news story states that, for Wilma Mankiller, success is about "self respect and living up to your potential." Challenge your students to define success and to write about the ways in which they can achieve their definition of success.

LINKS:
http://www.uic.edu/depts/owa/history_month_97/mankiller.html
http://www.greatwomen.org/mkiller.htm
http://www.neosoft.com/powersource/gallery/people/wilma.html

EDITOR'S NOTE:
tribal tradition
mankiller
Presidential Medal of Freedom
vision

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 13, 2000

Women making a difference---Fridays in March on CNN NEWSROOM.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 01:00... 02:45
Top Story ... 04:15... 07:00
Pope John Paul II asks for forgiveness for acts committed by the Catholic church.

Democracy in America: Fundraising Flap ... 02:45... 09:45
Can Al Gore dodge allegations of inappropriate fundraising?

YOUR DAILY DESK ... 00:45... 10:30
Environment Desk ... 02:45... 13:15
Zoologists work as "matchmakers" to help endangered cranes.

WORLDVIEW ... 00:30... 13:45
Top of the World ... 04:05... 17:50
A remote area of Papua New Guinea faces an economic and ecological disaster.

Wild Kingdom ... 03:45... 21:35
Operation Western Shield protects native Australian species from predators.

Check It Out: Thai Bug Food ... 02:25... 24:00
Insects are on the menu at some restaurants in Thailand.

NEWSROOM CHRONICLE ... 00:20... 24:20
Student Bureau ... 02:40... 27:00
A college student decides that the best way to make a difference is to run for office.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Papal Apology

1. Of what religious denomination is Pope John Paul II the leader? Why is he asking for forgiveness

for things his church has done? What are some of the sins for which he is asking forgiveness? What were some reactions to the papal apology from both Catholics and non-Catholics?

2. Why do church historians believe that the timing of this apology was right? Why do you think that Pope John Paul II decided to apologize for these actions, even though he and modern-day Catholics are not responsible for them?

3. What country is the pope expected to visit next week? How did leaders of this country respond to the pope's "Day of Pardon" Mass? In spite of this reception, why are some Jews disappointed with the pope's apology? Why could the pope's visit to Israel be a turning point in Catholic-Jewish relations?

4. The pope has often stated that Catholics should start the new Millennium by seeking forgiveness for past since, including those of the church. He has called this forgiveness a "purification of memory" that is necessary for the church to move forward. Challenge your students to conduct research into the history of the Catholic church to learn more about those events for which the pope is asking forgiveness. Have students work in groups to consult the Internet and other resources for their information, and share it in class. Remind students that the Catholic church has been a powerful force in the shaping of Western Civilization. How might the history of this civilization be different had the "sins" of the church not occurred? Do students think that forgiveness for these transgressions will allow the church to move forward? Discuss.

LINKS:
http://cnn.com/2000/WORLD/europe/03/12/pope.apology.02/index.html
http://www.time.com/time/daily/special/look/0,2633,40695,00.html
http://www.inlink.com/~ynglife/church-history/timeline.htm
http://www.newadvent.org/cathen/
http://cnn.com/SPECIALS/1999/pope/

Democracy in America: Fundraising Flap : Democracy in America: Fundraising Flap

1. What mistakes has Vice President Al Gore admitted to in his fundraising for the 1996 campaign? How has Governor George W. Bush's campaign responded to Mr. Gore's comments? How do the Republicans plan to capitalize on Al Gore's fundraising "mistakes"?

2. Senator John McCain, now out of the presidential race, made campaign finance reform the cornerstone of his campaign. Many of those who voted for him in the primaries will be looking at both Al Gore and George W. Bush to see who is more likely to pursue that agenda. Inform students of this and ask them to consider which of the two candidates they think is more likely to pursue real changes in campaign fundraising. Have each student conduct research to learn more about Al Gore and George W. Bush, focusing on each candidate's record on fundraising and political reform. Have each student use his/her information to write an analytical paper explaining who is more likely to pursue an agenda of political reform (especially on campaign fundraising), and why.

LINKS:
http://cnn.com/ELECTION/2000/

EDITOR'S NOTE:
pentitential
Crusades
The Inquisition
pilgrimage
The Vatican
liturgy

penance
beatification

YOUR DAILY DESK

Environment Desk : Love Birds

1. Why has so much attention been given to the world's crane populations? Why do you think there is such a difference between the number of years cranes live in captivity and in the wild? What are a few characteristics of crane relationships mentioned in the story? Why do some of these characteristics make it more difficult to repopulate the species?

2. How would you describe the International Crane Foundation's (ICF) role in restoring crane populations? How do you think these zoologists discovered the many subtleties surrounding crane relationships? What criteria do the zoologists use to choose which cranes to mate? What methods does the ICF use to increase its chances of successful pairings? How do you think these methods impact the cranes? Overall, do you think the "ends justify the means"? Explain.

3. Since animals do not use oral language in the same way humans do, it is difficult to understand their thoughts and emotions. To help repopulate the crane species scientists had to observe cranes for many hours to understand the non-verbal language the cranes use to indicate acceptance versus dislike. The same holds true for understanding other animals' thoughts, behaviors and emotions.
    1. Have your students conduct individual animal behavior studies over several days or weeks. Easy subjects for their studies are their friends' pet dogs, cats and birds. Remind the students that as observers they are not allowed to interact with their study subjects.
    2. Have students keep journals that have the date, time and duration of each observation episode, as well as an anecdotal log of what the students see their subjects doing, i.e., moving their heads, raising their tails, licking their caregivers, etc.
    3. After completing their anecdotal logs, have students use them as references to write one-page papers relating the physical behaviors displayed by their animals and the states of mind these physical behaviors might imply. For example, if a dog wags its tail before and after being petted by its caregiver, it may be inferred that that interaction was pleasing to the animal or that it made the animal feel more secure.

    Share the studies and papers in an open forum, and use their observations to discuss how the crane observers might have conducted their behavioral studies.

LINKS:
http://savingcranes.org/Species/siberian.htm
http://www.fws.gov/r6jcslyr/crane.htm
http://www.animalbehavior.org/ABS/Education/careers.html
http://members.aol.com/owlbox/owlhome.htm
http://www.geocities.com/Petsburgh/1451/behavior.html
http://www.uwsp.edu/ACAD/PSYCH/DOG/scidog.htm

EDITOR'S NOTE:
genetically-suited

WORLDVIEW

Top of the World : Ruined River

1. According to the video, what is the cause of the environmental and economic "casualties" on Papua New Guinea's OK Tedi River? From a purely environmental viewpoint, what would be the best solution to this problem? Explain how the copper mine has threatened a way of life along the river.

2. What was the original plan for the mill tailings? How is the mining company trying to minimize the ecological damage? What is the mining company doing to minimize the economic impact on the people of this region? How might growing environmental liability increase the severity of the economic impact?

3. Refer students back to the video and note the two choices that are presented regarding the future of the mine. Generate a class discussion about the short and long-term consequences of each of these choices. Illustrate the options and consequences using a flowchart or other diagram on the board. Then divide the class into small groups. Challenge each group to find information on another environment vs. economics battle, and conduct research to learn more about both sides of the issue. Direct groups to use poster board to illustrate the ramifications of a decision on either side, as you did earlier in class. Have each group present its story and chart. Discuss the complicated issues involved in many environmental dilemmas, and why arriving at a solution is not always an easy process.

   EXTENSION: After conducting this activity, refer students back to the video. Ask: What would you do about the OK Tedi copper mine? Have each student write an essay explaining his/her decision and rationale.

LINKS:
http://www.bhp.com.au/eac/report97/okt.htm
http://www.bhp.com.au/review/review76%5F1/index.htm
http://www.mineralpolicy.org/pressrel/19990811_OkTediJointReleas.html
http://www.acfonline.org.au/campaigns.htm
http://www.miningwatch.org/emcbc/default.htm

Wild Kingdom : Australian Species

1. What is Operation Western Shield? What are the enemies in this battle? How did the feral cat and fox species come to Australia? What kind of damage have they done to other species? How is Operation Western Shield fighting back? Why is this effort somewhat controversial?

2. From where is the poison used to kill feral cats and foxes derived? Why aren't native animal species falling victim to this poison? Contrast this approach to what is being done to save one species in Africa, according to a senior environmental officer. Which do you think is preferable? Why?

3. Point out to students that Operation Western Shield uses biological means to combat a biological problem, that is, overpopulation of a predator species. Have students work in groups to find other examples of biological solutions to species endangerment. Besides humans killing the predators, what other approaches are being used to control species populations? Have groups share their examples. Within the next three years, Australian conservation officials hope to take 13 additional species off their endangered list. Do students think this is a realistic goal? Discuss the effectiveness of biological responses to endangered species.

LINKS:
http://www.acfonline.org.au/
http://www2.deakin.edu.au/aqua_sci/threatsp/fauna.html
http://www.calm.wa.gov.au/schools/overview.html

Check It Out: Thai Bug Food : Check It Out: Thai Bug Food

1. Why have insects long been a part of the Thai diet? How do Thai chefs prepare the bugs? According to the bug dealer interviewed in the video, why is demand for bugs so strong? Why do researchers warn that bugs are not always a healthy snack?

2. Those who engage in survival training, military and some rescue personnel, for example, are taught which bugs are "safe" to eat. Challenge your students to research information on edible bugs and share it with the class. How might some insects actually be good for human consumption? Ask students if they would ever consider eating some of these edible bugs. To what extent are cultural factors responsible for what we will (or will not) eat? Discuss.

LINKS:
http://www.survival.com/bug.htm
http://www.globalideasbank.org/1993/1993-100.HTML

EDITOR'S NOTE:
toxic pollution
sediment
dredging
predators
bilbees
Global Positioning System
endangered
Thailand

NEWSROOM CHRONICLE

Student Bureau : Young Candidate

1. Who is Jake Davison? What kind of job would Jake like to land? What interests have steered him into politics? How does he respond when friends tell him he should be a history professor?

2. Why is Jake worried about his generation's participation in the political process? What does he mean when he says "Democracy is not a spectator sport"? Do you agree or disagree with him? Explain.

3. What other now-famous Michigan State student ran for public office as a young man? What office does John Engler now hold? Summarize the advice he has for candidate Davison. Why do you think he tells Jake Davison, "You'd better have some ideas"? Do you think voters are more or less likely to trust their votes to a younger candidate? Explain

4. Some political observers have labelled the youngest voters, also known as "Generation X," "discouraged" and "disconnected" when it comes to the political process. Challenge your students to learn more about the political participation of the youngest voting-age adults in the U.S., including their voting habits and level of political activism. Have students work in groups to conduct research and interview young adults aged 18-30 to gauge their feelings on the political process. Share group findings in class discussion, and use the information groups found to draw some conclusions. Are the youngest adults "spectators" in the "sport" of democracy, or real participants? In either case, what factors are responsible?

LINKS:
http://www.polisci.com:80/
http://www.wired.com/news/print/0,1294,34845,00.html
http://www.theatlantic.com/issues/99aug/9908genx.htm

http://www.libertynet.org/yamerica/index.html
http://www.ypa.org/

EDITOR'S NOTE:
board of commissioners
spectator sport
John Engler
district

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CNN NEWSROOM Guide

March 14, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 05:00... 07:20
-The census determines how resources are allocated among communities.
-Churches have been enlisted to aid in the census.

YOUR DAILY DESK ... 00:20... 07:40
Health Desk ... 02:15... 09:55
Weightlifting and resistance training can reduce the risk of heart disease.

Turner Website Information ... 00:45... 10:40
Information on the CNN NEWSROOM Daily Guide

WORLDVIEW ... 00:30... 11:10
Inside Asia ... 04:45... 15:55
China's one child policy could have social, political and economic consequences.

Culture Watch ... 04:05... 20:00
A Japanese-American actress searches for the family of her famous father.

NEWSROOM CHRONICLE ... 00:45... 20:45
Democracy in America: Latino Media ... 02:40... 23:25
Candidates court the Latino media, a powerful information source for Hispanic voters.

Look Ahead ... 00:30... 23:55
May 1-5: Viviendo en America

Artistry in Action: Piano Exhibit ... 03:35... 27:30
Happy 300th birthday to the piano!

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Taking Count

1. From where does the U.S. government get its authority to conduct a census every ten years? Why is the information gathered in the census useful, and to whom? How does the census have an impact on federal funding for states?

2. Why has the census been criticized? What percent of the population did it fail to count in 1990? Who comprises much of this population? How are some homeless being involved in the census effort this year? Do you think it is possible to accurately count the homeless? Explain.

3. Explain how church and state are working together for the census at St. Joseph's church in Harlem. Why is the U.S. Census Bureau enlisting the help of churches? In what other way is the Census Bureau reaching out to get its message out to millions of immigrants and citizens?

4. Generate a class discussion about the awesome task of counting every man, woman and child in the United States. If students were U.S. Census Bureau administrators, how would they go about such a task? What would they do to get every household to respond to their request for information? In class discussion, consider some reasons why people do not want to respond to the census. Challenge groups of students to come up with PSAs or posters that encourage people to respond to the census.

5. Direct students to the first website below, the U.S. Census homepage, where they can learn more about the kinds of information the Census Bureau collects. Allow them to browse the different sections and types of information and list what they see. Discuss some reasons why these different kinds of information are collected. Who might find this information useful, and why? In what way does this information impact the lives of your students?

LINKS:
http://www.census.gov/
http://www.census.gov/ftp/pub/population/www/
http://factfinder.census.gov/java_prod/dads.ui.homePage.HomePage

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EDITOR'S NOTE:
census
borough
U.S. Census Bureau
immigrants

YOUR DAILY DESK

Health Desk : Pumping Iron

1. What is the meaning of the term "cardiovascular"? What are the differences between weightlifting, resistance training and aerobic exercise? How are these forms of exercise beneficial to the body? How does exercise help the aging process? Why should some people consult a physician before starting an exercise program?

2. What cultural stereotypes are associated with weightlifting? Do you exercise on a regular basis? Why/why not? If so, do you lift weights and do resistance training as part of your exercise routine? Why/why not?

3. Send students on an online scavenger hunt to answer the following questions: What is a heart

attack? What is a stroke? How do blood pressure, cholesterol and weight affect these medical conditions?

1. After students share their findings, read the following quote to your class: According to the American Heart Association, "Even though heart attacks and strokes are rare in children, evidence suggests that the process leading to these conditions begins in childhood."
2. Next, challenge small groups of students to develop four-week diet and exercise programs to prevent cardiovascular disease. Encourage students to consult physical education teachers, exercise trainers, nutritionists, and online resources for nutrition and exercise criteria.
3. Invite a physician to your class to critique the prevention programs.
4. If possible, have each student implement one of the programs. **(Note: You may want to have students consult their physicians before starting the exercise program.)**
5. Direct students to note the benefits and challenges of the programs in daily logs or in class discussions.

LINKS:
http://www.americanheart.org/
http://www.healthatoz.com/atoz/fitness/strengthtrain/stweight.asp
http://www.kidshealth.org/parent/nutrition/exercise.html

EDITOR'S NOTE:
aerobic exercise
cholesterol
resistance training
hypertension
osteoporosis

WORLDVIEW

Inside Asia : China's One Child Policy

1. For how long has China's one child policy been in force? What is the purpose of this policy? Why do many adults call the only children of this generation "little emperors"? What political problems could the only child generation present to Chinese authorities? Do you agree or disagree with this rationale? Explain.

2. How was having a large family once the only form of old age insurance? Why are multiple children families still necessary to those who live in China's countryside? How is the one-child policy impacting China's female population? Why are female babies less valued among the Chinese?

3. Refer students back to the video, and ask them to recall the ways that China's one child policy is having or will have significant social, political and economic effects on its population. List these effects on the board. Generate a class discussion about the impact of these effects on China as a nation: Do students think the one child policy will benefit China in the long run? Discuss.

4. Introduce your students to or refamiliarize them with the term "ethics." Ask them to consider the ethics of this one child policy. Have students work in small groups to research the pros and cons of the policy and share their findings. Then have each student write an essay, supporting the policy as ethical because it aims to reduce overpopulation or attacking it as unethical and discriminatory.

LINKS:
http://www.carnell.com/population/one_child.html
http://www.hhs.se/EIJS/anomaly/COneKid.htm

http://www.pop.org/reports/rv059915.html
http://www.earlham.edu/~pols/globalprobs/population/onechild.html

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Culture Watch : "Old Man River"

1. Who was Jerry Fujikawa? Name some of the movies in which he appeared. How did his daughter, Cynthia, tell his story? What did she learn about her father's "secret life of pain and struggle"? Who did Cynthia locate, and where? Where did she next take her search?
2. Although Jerry Fujikawa has been deceased since 1983, his daughter continues the search for his family. Why do you think she does this? Why is the information about her father's family valuable to her? What insight might it offer her about her "lost Japanese heritage"?
3. Jerry Fujikawa was separated from his first wife and family during the Japanese internment. If your students are unfamiliar with the Japanese internment policy in the U.S. during World War II, have them conduct research to learn more about it, and share their findings. Discuss why the policy was enacted, who ordered the Japanese internment, and its effects on families and on the U.S. as a nation.
4. Ask students to consider how they might go about searching for clues about their own past or lost relatives. Challenge students to embark on a geneology project. Have students interview family members and research family history to create their own family trees or geneologies, and share their findings with the class. Discuss the value in learning about one's culture and heritage.

LINKS:
http://www.geocities.com/Athens/Aegean/4282/internment.html
http://www.oz.net/~cyu/internment/main.html
http://www.yourfamily.com/

EDITOR'S NOTE:
authoritarian
propaganda
pensions
internment camp

NEWSROOM CHRONICLE

Democracy in America: Latino Media : Democracy in America: Latino Media

1. According to the video, approximately how many Latinos live in the United States? In what states can many Latinos be found? Why are these states politically important?
2. What is the source of information for many potential Latino voters in the U.S.? What issues are the focus of their concern? Who is Jorge Ramos? How does he compare access to the presidential candidates eight years ago to what he has today?
3. In the video we learn that Latino voters helped Bill Clinton win the state of Florida in the last presidential election, so their impact can be significant. Challenge students, working in small groups, to develop campaign strategies to appeal to this segment of voters. Have each group act as a team of campaign strategists to either Al Gore or George W. Bush. Direct each team to brainstorm and create a planned strategy that highlights the concerns and issues important to the Latino community. Have each team present its strategy. Discuss the political benefits and pitfalls of each

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strategy.

LINKS:
http://www.sltrib.com/1999/jun/06181999/nation_w/2255.htm
http://www.lulac.org/Issues/Voter/Clout.html
http://www.lif.org/
http://www-rcf.usc.edu/~cmmr/L.A.Times_June4_2.html

Artistry in Action: Piano Exhibit : Artistry in Action: Piano Exhibit

1. Describe some of the pianos visitors might see on exhibit in Washington, D.C. Why are these pianos on display? Who were some of the "serious composers" who wrote music for the piano? How has the piano evolved from its original position as a status symbol in the 18th century?
2. Throughout three centuries, the piano has been a significant part of music history. *Smithsonian* Magazine calls the piano, "the single great factor in the development of musical art and the dissemination of musical knowledge." Have students conduct their own research into the history of the piano. Who is credited with creating this instrument? What instrument is its predecessor? What instruments are its descendants? What kinds of music have been written for the piano? How has this music reflected the history of its time? Share student findings and discuss the role of the piano in music history.
3. While students are conducting research, play some recordings of piano music. Challenge them to name the composer or musician in each selection. Point out the differences in style among the composers and musicians as evidence of the versatility of the piano.

LINKS:
http://www.uk-piano.org/history/history.html
http://www.hnet.net/~pianotec/history.htm
http://www.idcomm.com/personal/academy/piano.htm
http://www.si.edu/resource/faq/nmah/piano.htm
http://www.smithsonianmag.si.edu/smithsonian/issues00/mar00/pianos.html

EDITOR'S NOTE:
el nuevo presidente
Latino
piano
Bartolomeo Cristofori

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CNN NEWSROOM Guide

CNN NEWSROOM Guide

March 15, 2000

March is Women's History Month. Watch CNN NEWSROOM each Friday for profiles of Women Making History.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:50... 02:25
Top Story ... 04:05... 06:30
Leaders of the U.S. and Great Britain define their policy on genetic research.

Democracy in America: March 14 Primaries ... 01:45... 08:15
Candidates Bush and Gore win big in sunbelt primaries.

YOUR DAILY DESK ... 00:45... 09:00
Business Desk ... 02:45... 11:45
The red-hot performance of the stock market is sparking interest among young investors.

WORLDVIEW ... 00:45... 12:30
Top of the World ... 04:25... 16:55
Syrians hope that peace could lead to a new focus on their country's tourism potential.

Political Front ... 03:45... 20:40
The Arab-Israeli conflict has taken its toll on a Lebanese village.

Inside North America ... 02:30... 23:10
Technology helps patrol the border between the U.S. and Canada.

Worldview Footnote ... 00:35... 23:45
Muslims embark on the Hajj.

Turner Website Information ... 00:45... 24:30
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:20... 24:50
Our World ... 02:00... 26:50
Future scientists compete for the high school equivalent of the Nobel Prize.

Look Ahead ... 00:40... 27:30
Friday on CNN NEWSROOM: Evelyn Fields profile

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Human Genome

1. Why do U.S. President Clinton and British Prime Minister Blair want information on human DNA to stay "in the public domain"? What do they feel could happen if individual human genes are patented? What scientific effort in genetic research is led by the U.S. and Great Britain? What is the objective of this research?

2. What is the goal of the two scientists shown in this video? Why are scientists interested in mapping human DNA? How is the government trying to keep this information in the public domain? How is the private company shown trying to motivate pharmaceutical companies to spend more on genetic research? Although the government and private sector scientists take different approaches to their information, who do they both believe should "own" a person's genetic code? Why?

3. At the end of this segment we are told that "the time is now" to set up privacy parameters on human DNA. Yet this is not the only issue involved in research of the human genome. Have students consult the second website below to learn more about the ethical, legal and social issues associated with the human genome. Then divide the class into small groups. Have each group come up with a set of guidelines they would suggest to the international community to deal with these issues. Have groups share their ideas. As a class, use these ideas to craft a "Universal Declaration on the Human Genome." As a follow up, discuss any difficulties students faced in crafting language that was agreeable to all.

LINKS:
http://www.ornl.gov/hgmis/project/hgp.html
http://www.ornl.gov/hgmis/resource/elsi.html
http://www.nhgri.nih.gov/Search/
http://www.er.doe.gov/production/ober/hug_top.html

Democracy in America: March 14 Primaries : Democracy in America: March 14 Primaries

1. How many states held primaries or caucuses yesterday? What states were the two big prizes among these contests? How did Al Gore and George W. Bush each fare on this second "Super Tuesday"?

2. Now that each candidate has enough delegates to assure his nomination, what is the next step? Have students conduct research to learn which primaries remain and when and where each party's national convention will be held. Share student findings. Besides the formal task of nomination, what other events will take place at each party's convention? How is the groundwork for these tasks, such as the formulation of a party platform, being laid now? Discuss.

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/03/14/southern.primary/index.html
http://cnn.com/2000/ALLPOLITICS/stories/03/14/campaign.wrap/index.html

EDITOR'S NOTE:
chromosomes
patent
Human Genome Project
Bill Clinton

Tony Blair
delegates

YOUR DAILY DESK

Business Desk : Piggy Bank Stocks

1. Why is 14-year old Helen Adosun interested in the stock market? How does her interest reflect a growing trend on Wall Street? Explain how schools are getting students interested in investing.
2. According to consumer advocate Clark Howard, why should parents demonstrate good money habits? How could saving and investing money benefit both parents and their children? Direct students to interview their parents on what they do to save money for the future. Without getting into the specifics regarding the amounts of money involved, have students ask their parents to explain their preferred savings plans, retirement plans, investments, etc. Have each student choose one of these savings/investment options and research its financial benefits and downsides. Are there risks associated with this form of savings or investment? How does the rate of return compare to that of other savings or investments? Direct each student to write a paper offering his/her information and responses to these questions.
3. How has the stock market performed in your students' lifetime? As a class, consult the Internet and other resources to find out where the market closed on Dec. 31st of each year beginning with the year most of your students were born. As a class, create a graph that illustrates this data. Invite a stockbroker or investment counselor to discuss the factors that have contributed to the Dow's rise over the past two decades. Ask students to make predictions for the future of the market. Are they bullish or bearish?

LINKS:
http://cnnfn.com/
http://quote.fool.com/
http://www.johnlocke.org/carolina_journal/99/June-July/econ.html
http://www.active-investor.com/daily_comment_arch.shtml
http://www.bizmonthly.com/news1997/december/tax/stroup.shtml
http://averages.dowjones.com/home.html

EDITOR'S NOTE:
stocks
mutual funds
mergers
acquisitions
investors
Wall Street
broker's commission
consumer advocate

WORLDVIEW

Top of the World : Syria Tourism

1. How is the ancient town of Palmyra an "archaeological treasure"? With what ancient civilization is it compared in the video? In spite of the wealth of historical and religious attractions in Syria, why

do relatively few tourists visit?

2. Explain how peace with Israel could impact Syria's tourism industry. Why is Syria's "image" key to its tourism trade? How could a boom in tourism change the face of Syria? Why do you think some of the tourists who visit Syria are interested in keeping the country's historical treasures secret?

3. Syria's suffering tourism industry presents an excellent example of the connection between political stability and economic prosperity. Can you think of any other examples of nations whose economic problems are tied to their political circumstances? Explain.

4. The nation of Syria has been described as the largest small country in the world, thanks to its wealth of ancient history and civilization. Challenge your students to learn more about the rich culture and history of Syria. Have students work in groups to conduct research on Syria. Direct each group to prepare a multimedia presentation, written report, webpage or other resource that informs travelers of the historical treasures to be found in Syria.

LINKS:
http://www.syriatourism.org/
http://www.syria-online.com/
http://www.freesun.be/traveldaily/TOURISM99/tourism0399/itb100399/syria.html

---

Political Front : Lebanese Village

1. Where is the village of Al-Tiri? How is this village different from your community? Why have most of its residents fled? What do those who remain recall about the past? What is their only link to the outside world? Why do you think the Israeli military seldom comes through this village?

2. What is the source of the conflict between Israel and Lebanon? Why do Israeli forces occupy a portion of Southern Lebanon? Have students work in groups to research the conflict between Israel and Lebanon and share their findings. Discuss the current status of the conflict. How might the prospect of an Israeli withdrawal from this part of Lebanon change life for residents of villages like Al-Tiri?

LINKS:
http://www.lebanon.com/
http://lebanon-online.com/
http://cnn.com/2000/WORLD/meast/02/08/israel.lebanon.01/

Inside North America : Vermont/Canada Border

1. How many miles of border exist between the U.S. and Canada? How many agents patrol this border? Why are authorities relying on technology to assist them? How is this technology used?

2. Why are some people arrested at the U.S./Canada border? How do the number of arrests at this border compare to that of the U.S. border to the south? Why has the U.S. recently increased the number of agents along the Canadian border?

3. When crossing international borders, travelers are often subjected to searches and questioning by customs agents. Challenge students to research the U.S. and Canadian Customs Services to learn more about these agencies. Share student findings. How do the customs agencies promote security and enforce laws across their common border? Discuss.

4. How much do U.S. students know about their neighbors to the North, and how much do Canadian students know about their neighbors to the South? The first website below offers an interesting quiz of general knowledge on both countries. Have your students take the quiz and check their answers.

Although the U.S. and Canada share a continent and very good relations, citizens of each country may not know very much about the other. Why do students think this is so?

LINKS:
http://tv.cbc.ca/national/pgminfo/border/quiz/quiz1.html
http://www.ccra-adrc.gc.ca/menu-e.html
http://www.customs.treas.gov/
http://infoplease.lycos.com/ipa/A0107386.html

EDITOR'S NOTE:
caravan routes
industrialized
border patrol
sensors

NEWSROOM CHRONICLE

Our World : Science Winners

1. What high tech company sponsors this science competition? Describe some of the entries seen there. Who won this competition? How did her project combine two fields of science?
2. Why do you think this competition is sometimes called the "Junior Nobel Prize"? What is its track record for future scientists? What do you think this kind of competition accomplishes? Would you be interested in participating in this contest? Why or why not?
3. Winning science competition projects are usually based on the scientific method. Guide your students in a review of the scientific method. Ask students: Why do you think this method was established? Why is it useful? Then divide the class into small groups and have each group set up a project or experiment that could be carried out via the scientific method. Have each group follow the scientific method and list its hypothesis, describe how it would collect its data, etc. Have groups share their information and discuss the importance of adhering to the scientific method in conducting research.

LINKS:
http://www.ipl.org/youth/projectguide/
http://www.nceas.ucsb.edu/nceas-web/kids/data/scimethod.html
http://sciencefairproject.virtualave.net/

EDITOR'S NOTE:
data encryption
steganography
molecular biology

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 16, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 00:15... 02:00
Top Story ... 05:20... 07:20
-Truckers protest the high cost of gas.
-The rising cost of fuel takes its toll on one trucker's family.

At Issue: Alaska Oil Drilling ... 02:40... 10:00
Should the U.S. government allow oil drilling in the Arctic National Wildlife Refuge?

YOUR DAILY DESK ... 00:20... 10:20
Science Desk ... 02:30... 12:50
Some meteorologists dispute the method of calculating wind chill factors.

WORLDVIEW ... 00:20... 13:10
Communication Transformation: Future Communication ... 08:05... 21:15
Technology will usher in an era of new and faster methods of communication.

Worldview Footnote: Korea Trees ... 00:20... 21:35
Operation Appleseed heads for North Korea.

NEWSROOM CHRONICLE ... 00:30... 22:05
Arnold Newman Exhibit ... 02:40... 24:45
The photography of Arnold Newman recalls a lifetime of memorable images.

Our World ... 02:25... 27:10
A new program teaches students through choreography.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Gas Prices

1. Who or what do many people blame for the rising cost of gasoline? How is OPEC's production of oil tied to the price of gas? Why are truckers heading for Washington, D.C. today? What is the federal government's response to their concerns? What does the government expect will happen when OPEC meets on March 27th?

2. How are political leaders on both sides of the aisle trying to make political capital out of the rising gas prices? What is the latest Republican proposal? Do you think that this is a good or a bad idea? Explain. In spite of the strategies, why do some analysts believe that the supply of oil may soon begin to increase?

3. What does Johnny Hensley do for a living? How has the rising cost of diesel fuel impacted his job and his family? How is he likely to recoup that cost?

4. How could the rising cost of gas affect your students? Ask them to recall Mr. Hensley's story and consider other examples of direct and indirect costs being passed onto them as consumers. Conduct a class brainstorming session and generate a list of effects higher gas costs could have on students' lives. Are students surprised by the far-reaching effects? Discuss how their lives would change and how students might adapt if the price of gas escalated another dollar or more per gallon.

LINKS:
http://www.cnn.com/2000/US/03/15/gas.prices/
http://www.cnn.com/2000/US/03/13/gas.prices.01/
http://www.opec.org/
ttp://www.opec.org/faqs.htm

At Issue: Alaska Oil Drilling : At Issue: Alaska Oil Drilling

1. Why is Alaska Senator Frank Murkowski asking Congress to allow oil drilling in the Arctic National Wildlife Refuge? How might ANWR oil production affect U.S. oil supplies? What do environmentalists say about this plan? Why do they call this area "the biological heart of Alaska"? What do they think should be done in response to the rising costs of gas? How could environmentalists insure that this land is never made available for oil drilling?

2. What do students think about the proposal to open the Arctic National Wildlife Refuge to oil production? Have students work in groups to research both sides of this issue.
   1. Then divide the class into several groups representing each of these interests: Congressional committee members, consumer advocates, environmentalists, and oil company executives.
   2. Hold a mock hearing before the congressional representatives in which each of the other three groups testifies, first with an opening statement, then answering questions from the representatives, on its position on the issue.
   3. At the end of the hearing, have the committee render its recommendation to the full Congress by taking a roll call vote of its members. Have each member state the rationale for his/her vote.

   Conclude with a discussion of the different issues and interests at stake in the question over whether or not to drill for oil in the ANWR.

LINKS:
http://anwr.org/
http://aurora.ak.blm.gov/npra/default.html
http://www.agiweb.org/agi/legis105/npra98.html
http://www.northern.org/npra/index.html
http://www.defenders.org/NPRA-iss.html

EDITOR'S NOTE:

OPEC
Bill Richardson
federal gas tax
petroleum reserve
diesel fuel
Arctic
ANWR
tundra

YOUR DAILY DESK

Science Desk : Wind Chill

1. What is the wind chill factor? How is it used? Why is having an accurate wind chill factor an important safety concern? What is Professor Maurice Bluestein's opinion about the accuracy of current wind chill factors? How do meteorologists feel about current wind chill factors?
2. Upon what is the current wind chill factor formula based? What does Professor Bluestein believe caused the inaccuracy in the formula? Why do you think it takes skin longer to freeze than it takes water? How long do scientists believe it will take to implement a change in the wind chill factor formula? Why do you think it could take that long?
3. In looking at what might cause a difference in freezing temperature of skin versus water, there are several causal factors to consider - temperature of the skin and the body underneath it, oils in the pores of skin and hair as insulation to name a few. Have your students test the hypothesis that oils change the freezing time of water by performing this experiment:
    1. Form small groups of three to five students.
    2. Fill two buckets with either crushed or cubed ice.
    3. Place one half cup of water into two clear plastic cups.
    4. Label the two cups as "water" and "water with oil" with a non-washable marker. (Note: Warn students not to get this marker on their clothes.)
    5. Place five drops of cooking oil into the cup labeled "water with oil."
    6. Place the two cups into the ice buckets so that the lip of the cup just barely raises over the surface of the ice.
    7. Observe the two cups in thirty second intervals and write down what you see happening in each cup.

   Discuss which cup's water froze first and what students think the oil does to create a change in freezing time. Then have students draw conclusions as to whether their experiment supports or refutes the original hypothesis. Finally, have students state how they would modify this experiment to find out if the oil in skin has the same effect on water as does cooking oil.

LINKS:
http://www.web100.com/sib/windchill.html
http://www.ns.ec.gc.ca/aeb/wes/gwind.html
http://newton.dep.anl.gov/askasci/phy99/phy99116.htm
http://scs.k12.mi.us/~katz/chill.htm
http://madsci.wustl.edu/posts/archives/may96/827849321.Ch.r.html

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EDITOR'S NOTE:
wind chill index
meteorologists

WORLDVIEW

Communication Transformation: Future Communication : Communication Transformation: Future Communication

1. What are some of the communications products that we will see in the near future? How will wireless palm units be updated? What other wireless products could change life for consumers? How will wireless technology be used to aid law enforcement?

2. How is technology expected to influence the use of e-mail? According to Constance Hale, why has e-mail been a boon to communication? Do you agree or disagree with her? State your rationale.

3. According to the video, what are "information bankers"? What will their role be in modern communication? What is "brain-mail," and how might it be the wave of the future? According to writer Halton Mann, why is the greatest promise of the 20th century unkept? How would he like to see human communication work for humanity?

4. How will our machines "talk to each other" in the future? How will the Internet play more of a role in our daily lives? Do you think these predictions are accurate? Explain.

5. Recent research has revealed that individuals who spend a great deal of time on the Internet tend to become detached and isolated from others. Do you agree or disagree with this assertion? Explain. In your opinion, what could be gained and lost from increasing human dependence on the Internet?

6. In the video Walter J. Freeman says, "Information is not a matter of sending out so many bits...but rather, it's an exchange of meaning." Read this quote to students and discuss its meaning. Ask them how increased communication via the Internet could impact the "exchange of meaning." To illlustrate this point, have students send each other e-mail accounts of something that happened at school today. Have students read their e-mails to the class. Ask students how they might have expressed this story differently had they spoken to the other student in person. How might increased use of e-mail impact the way in which humans communicate with and relate to each other? Discuss.

7. The history of human communication is the story of civilization. Challenge your class to create a giant timeline of communication. First, divide the class into small groups and have each group choose a period in history. Have each group research methods of communication within that period. Combine group information to create the timeline to post in your classroom. Ask students who are talented in art to add illustrations.

LINKS:
http://commtechlab.msu.edu/welcome.html
http://www.zdnet.com/zdtv/siliconspin/features/story/0,3725,2174416,00.html
http://www.futuresg.com.sg/
http://www.rit.edu/~kecncp/eltop98/tsld014.htm
http://library.thinkquest.org/26890/
http://www.lmadigital.com/lma_2.htm
http://www.mediahistory.com/

EDITOR'S NOTE:
web cameras
palm devices
broadband
e-books
digital computers

NEWSROOM CHRONICLE

Arnold Newman Exhibit : Arnold Newman Exhibit

1. Who is Arnold Newman? When did he start taking pictures? Who have been some of his more famous subjects? For what picture does Mr. Newman want to be remembered? Why?
2. Arnold Newman says of his photos: "I wanted to make the people real. All you ever saw, even in magazine covers in those early days, the pictures all looked over-retouched, all the same..." Do Mr. Newman's pictures make his subjects appear "real" to you? Explain. Do you think he achieved the desired effect of making them appear different from other photos one might have seen at this time? Explain.
3. Art Critic John Berger once said, "What makes photography a strange invention---with unforeseeable consequences---is that its primary raw materials are light and time." Challenge groups of students to harness these raw materials and make their own statements through photography. Turn your classroom into a gallery for a day and display student photographs. Discuss how "light and time" blend to create artistic expression in photography.

LINKS:
http://www.artsMIA.org/exhibits/newman_description.html
http://www.icp.org/introduction/awards/
http://bvsd.k12.co.us/schools/brhs/EagleArt/becca2.html

Our World : Learning to a New Beat

1. For what is the Alvin Ailey Company famous? Why is the company taking its dance steps from the stage into schools? What is meant by the phrase "physicalizing education"? How did the dancers demonstrate this concept? What did students think of this approach?
2. Ask students to consider what concepts and practices could be taught by physical examples. Then divide the class into groups and challenge each to come up with a lesson plan that "physicalizes" one of these concepts or practices. Have each group teach its lesson. As a class, evaluate the approach: Is this an effective teaching strategy?

LINKS:
http://www.alvinailey.org/

EDITOR'S NOTE:
Arnold Newman
Alvin Ailey American Dance Company
"physicalizing"

CNN NEWSROOM CLOSE

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 01:15... 02:55
Top Story ... 02:25... 05:20
Taiwan's voters prepare for an election that could have international repercussions.

In The Headlines ... 02:45... 08:05
DOW MAKES HISTORY

YOUR DAILY DESK ... 00:20... 08:25
Editor's Desk ... 02:35... 11:00
New York University students transform the Bard with hip hop.

WORLDVIEW ... 00:30... 11:30
Inside Africa ... 03:20... 14:50
Teachers: We recommend you prescreen this story. A film in production chronicles the genocide that gripped Rwanda in 1994.

Culture Watch ... 02:05... 16:55
New Zealand's "Stonehenge" is a Millennium project steeped in meaning.

Artistry in Action: Sumi-e Artist ... 02:35... 19:30
Ancient art becomes a medium for contemporary subjects.

The Hajj ... 01:50... 21:20
Muslims complete their sacred journey.

Turner Website Information ... 00:45... 22:05
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:20... 22:25
Special Series ... 04:20... 26:45
Rear Admiral Evelyn Fields heads NOAA.

Look Ahead ... 00:30... 27:15
Next Friday: Women Making History continues.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Taiwan-China Tension

1. Locate Taiwan and China on a world map. What do you know about the relationship between them? How did Taiwan come into existence? What is its current political status? What has Chinese Premier Zhu Rongji warned might happen if Taiwan elects a pro-democracy president?

2. How is Beijing's threat to carry out military force against Taiwan being received by China's citizens? Why do you think they support this move? In spite of the tough talk, why is peace in the best interest of both China and Taiwan? How might political conflict with Taiwan hurt China?

3. China and Taiwan have often been referred to as "one country, two systems." Challenge your students to find evidence to support this claim. Have them work in groups to research information on both China and Taiwan. Groups will want to focus their research on the culture, history, political systems and economies of each. Have each group summarize its information in a side-by-side comparison of China and Taiwan. Discuss the reasons behind the current tensions between the two. Have each student write a paper in response to the question: Is Taiwan a province of China or an independent nation?

4. Ask students: Do you think the international community should respond to China's threat? Have students meet in groups to consider what response, if any, the international community should pursue. Direct groups to consider the consequences of the actions or inaction they propose. Have each group appoint a spokesperson and share its ideas. How might Taiwan's elections have international repercussions? Discuss.

LINKS:
http://cnn.com/SPECIALS/2000/taiwan.election/stories/lee.profile/index.html
http://cnn.com/SPECIALS/2000/taiwan.election/
http://cnn.com/ASIANOW/asiaweek/magazine/2000/0317/nat.5taiwan.democracy.html
http://insidechina.com/
http://www.oop.gov.tw/roc/nlsituat/enlsitua.htm
http://www.china-embassy.org/

In The Headlines : In The Headlines

1. What is the Dow Jones Industrial Average? How is the Average measured? Why is the Dow significant to the U.S. economy? What record did the Dow establish yesterday?

2. How have human emotions long played a role in the performance of the stock market? Besides fear and greed, what other human trait helps fuel the market's wild ride? Why are people willing to take more risks in the market in recent years?

3. Explain why analysts now talk of "two economies" on Wall Street. How do the tech and industrial markets seem to perform in comparison to each other? Why are some traders and experts worried about "high tech fever"? Why do some advise investors to "focus on long term goals"?

4. Invite groups of students to participate in an investment experiment: Have each group choose five tech stocks and five industrial stocks and chart their performance over the next several weeks. At the end of the investment period, invite a stockbroker to review the groups' portfolios and discuss the factors behind the stocks' surges and declines. Conclude with a discussion of the concepts of

risk and rate of return: What is "volatility"? What are the pros and cons of investing in the stock market? In industrials vs. tech stocks?

LINKS:
http://cnnfn.com/2000/03/16/markets/markets_newyork/
http://averages.dowjones.com/home.html
http://nasdaq.com/

EDITOR'S NOTE:
Taiwan
breakaway province
reunification
Nasdaq
Dow
options
traders

YOUR DAILY DESK

Editor's Desk : Shakespeare Rap

1. Why did the NYU students create a rap version of *A Comedy of Errors*? What did they call it? Besides earning them "A" grades, what else has happened with the students' play?

2. Does it make sense to you to remake a Shakespeare play into rap? Why or why not? Why did the students and the off-Broadway producer like the approach? Would you like to see the play? Explain.

3. What do you think of the group's advertising scheme? Do you think it would be effective? Why or why not?

4. Have students learn about other Shakespeare plays that have been modernized. *Romeo and Juliet* is a good choice, as it has been modernized into several versions. Have students analyze what is lost and what is gained in one of the new translations.

5. Ask students to choose a soliloquy or short scene from an act of a Shakespeare play to transform into rap. Have them read their interpretations to the class. Discuss how this exercise may have helped them to better understand the original text.

LINKS:
http://www.bomb-itty.com/
http://www.sirbacon.org/links/rap2.htm
http://www.theplays.org/

EDITOR'S NOTE:
Shakespeare
hip hop
Off Broadway

WORLDVIEW

Inside Africa : *100 Days*

1. What happened in Rwanda in 1994? What is genocide? What is the goal of the film *100 Days*? Where is it being produced? Whose testimony is this? Why do they want the world to hear and see their story?

2. Why do you think some of the witnesses to this violence were cast in the film? If you experienced a personal tragedy, do you think you would want to be part of a movie that told others about it? Why or why not?

3. Nairobi Professor Makumi Mwagiru says of this film, "There is a risk of trivializing, because genocide is not about entertainment." In what way could critics charge the film "trivializes" what happened in Rwanda? Do you agree or disagree with the critics? Explain. Describe ways that this production was different from a typical Hollywood film.

4. Had your students ever heard of Rwanda before seeing this story? If so, were they familiar with the human tragedy that occurred there just a few years ago? Assist your students in conducting research to learn more about the causes and consequences of the genocide in Rwanda. Share student findings. In the video we hear that some argue that the international community did too little to intervene to stop the genocide. Do students agree or disagree with this claim? What evidence supports their views?

5. Tragically, history has borne witness to several episodes of genocide. Generate a class discussion focusing on these episodes, and ask students to list some of them, such as the Holocaust, the Khmer Rouge massacres in Cambodia, the slaughter of Christians in the Roman Empire, and the ethnic cleansing that recently occurred in Kosovo. Write the students' suggestions on the board. Review the list and ask the class to consider why genocide continues to happen throughout history, no matter how much humanity advances in other areas. What can and should be done to stop another such human tragedy from ever happening again? Discuss.

LINKS:
http://www.pbs.org/wgbh/pages/frontline/shows/ambush/etc/synopsis.html
http://www.globalpolicy.org/security/issues/rwanindx.htm
http://www.ccpdc.org/pubs/rwanda/rwanda.htm
http://www.africanews.org/east/rwanda/stories/19990129_feat1.html
http://www.emporia.edu/socsci/journal/link_hol.htm
http://members.aol.com/cambodia/

Culture Watch : Celtic Stone

1. Describe the Millennium project seen in this segment. Who is building this stone circle, and why? How long did the project take to build? What did it cost? Explain the astrological significance of this stone circle.

2. Historians estimate that the original Stonehenge, found in England, was built in three phases. The initial building probably began around 1900 BCE. It wasn't until the year 1740, however, that Dr. William Stukeley was the first to suggest that the stones were astronomically aligned. Assist your students in researching more facts about Stonehenge and share their findings in class discussion. In what ways is the Millennium project in New Zealand similar to Stonehenge? In what ways might it be different? Discuss.

3. Divide your class into small groups and challenge each to research another mysterious place like Stonehenge and make a formal presentation of their findings. Why do these "mysteries of history" fascinate us?

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LINKS:
http://www.activemind.com/Mysterious/Topics/Stonehenge/index.html
http://www.britannia.com/wonder/earth/thehenge.html
http://www.mysteriousplaces.com/stonehenge/index.html
http://www.mysteriousplaces.com/

Artistry in Action: Sumi-e Artist : Artistry in Action: Sumi-e Artist

1. What is artist Dru Kataoka's passion? How would you describe sumi-e? What kinds of subjects does Ms. Kataoka paint? Why is this unusual? How does she use her talent to benefit others?

2. What is sumi-e? Have groups of students consult the Internet and other resources to learn more about this ancient art form, and share some sample works in class. Then challenge each group of students to combine another traditional art form with a modern subject to create a work of self-expression. For example, a group might write a modern rock song in Baroque style, or create a Greco-Roman style sculpture of a contemporary leader. Turn your classroom into a gallery for a day and have groups exhibit/perform their work.

LINKS:
http://www.seanet.com/~lindquist/Painting.html
http://www.geocities.com/Paris/6190/sumi.htm

The Hajj : The Hajj

1. What is the Hajj? Who is required to make this journey? What rituals are associated with the Hajj? What happens when the journey is complete?

2. Yesterday Hajj pilgrims were given a message to "shun Western materialism." Self-denial, sacrifice and even vows of poverty are elements common to several world religions. Have students work in groups to compare Islam and the Hajj to other world religions and their sacred rituals. Have each group research Islam and choose one other world religion for its comparison. Direct each group to make a formal presentation of its findings, citing the common threads and differences among religious practices and doctrines.

LINKS:
http://www.geocities.com/TheTropics/Coast/9150/index.html
http://www.islaam.com/hajj/
http://cnn.com/2000/WORLD/meast/03/16/hajj.03/index.html

EDITOR'S NOTE:
mass graves
genocide
limestone
solstice
Stonehenge
sumi-e
mosque
Hajj

NEWSROOM CHRONICLE

Special Series : Women Making History: Evelyn Fields

1. What is NOAA? What is Rear Admiral Evelyn Field's post at NOAA? How did she arrive at this position of leadership? How is her appointment historic?
2. Why is it somewhat ironic that Rear Admiral Fields now heads this agency? Where did she spend her youth? In what subjects did she excel? What job did she secure when she first applied to NOAA? What other jobs did she hold at NOAA? According to Commerce Secretary Daley, why do the people in NOAA hold Admiral Fields in such high regard?
3. Besides her leadership position, what other role does Admiral Fields serve as a NOAA representative? Why do you think she is interested in working with future scientists? What events have put NOAA and Admiral Fields in the public eye? How has she taken the agency in a new direction?
4. Rear Admiral Fields started her NOAA career as a cartographer. What is a cartographer? Have students recall the efforts of other cartographers they may have studied, such as Amerigo Vespucci and, in modern times, the recent shuttle crew whose mission it was to map the earth. Discuss how advances in technology have improved the accuracy of map-making since the days of Vespucci and the early explorers. Why are accurate maps important to NOAA? How do students think Ms. Fields' math and science background prepared her for this career?
5. Have students consult the video and the Internet to learn more about Evelyn Fields and her rise to the top of NOAA. How has she made history, for both women and African Americans? Ask students to consider the obstacles she may have encountered along the way. Have each student assume the role of Evelyn Fields and write a journal entry that she might have written describing one of those obstacles and how she overcame it.

LINKS:
http://www.noaanews.noaa.gov/stories/fields.htm
http://www.nc.noaa.gov/bioejf.html
http://www.noaa.gov/

EDITOR'S NOTE:
Evelyn Fields
NOAA
cartographer

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 20, 2000

Democracy in America airs Tuesdays on CNN NEWSROOM; be sure to watch March 21 for an in-depth report on the role of public opinion in elections.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 01:20... 03:05
Top Story ... 05:10... 08:15
Taiwan elects its first president who favors independence from China.

In the Headlines ... 00:55... 09:10
President Clinton makes the first trip to South Asia by an American president in 22 years.

YOUR DAILY DESK ... 00:30... 09:40
Environment Desk ... 03:50... 13:30
Nature and history abound on Cumberland Island.

WORLDVIEW ... 00:55... 14:25
Inside Asia ... 02:00... 16:25
Many Chinese poach wild animals to make money.

One World Habitat: Australian Koalas ... 02:00... 18:25
Queensland's Veterinary Science Farm works to save koalas.

Wild Kingdom ... 02:50... 21:15
Willie B., a symbol of the Atlanta Zoo, died in February.

Around the World ... 02:45... 24:00
People have been interested in mapping the world from their earliest history.

NEWSROOM CHRONICLE ... 00:30... 24:30
Beyond the Game: Little League Hero ... 02:45... 27:15
A young girl's dreams change the face of Little League.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Taiwan Elections

1. What was significant about the recent election in Taiwan? Who won? How long had the previous party been in power in Taiwan? What percentage of voters turned out for the election? What has China threatened could happen if Taiwan chose this candidate?
2. Why do you think that Chen distanced himself from his independence position, saying that Taiwan would only declare independence if China attacked the island? What do you think that he means by his words that Taiwan will go forward with "positive and friendly gestures and with determination to build a broad, constructive communication and dialogue"?
3. Why do you think that China's newspapers did not report very much about this significant election? Would you call this action by the state-controlled media "censorship"? Why or why not?
4. Why do you think that China would declare war if Taiwan declared its independence? What would China stand to lose if Taiwan severed its ties with the mainland?
5. Using websites listed and other resources, have students learn more about the friction between mainland China and Taiwan. Ask students to find out more about the opinions of Chen Shui-bian and mainland China's leaders. Divide the class in half, with one half role-playing the mainland, and the other members of Chen's party. Hold a mock dialogue between the two sides in which they air their differences and try to develop a plan to work out those differences.

LINKS:
http://www.cnn.com/SPECIALS/2000/taiwan.election/
http://www.cnn.com/ASIANOW/time/features/interviews/taiwan.chen.html
http://www.cnn.com/ASIANOW/time/magazine/2000/0306/cover1.html
http://www.cnn.com/ASIANOW/asiaweek/magazine/2000/0317/nat.3taiwan.chen.html

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EDITOR'S NOTE:
opposition party
state-controlled
dissident
nationalists

YOUR DAILY DESK

Environment Desk : Cumberland Island

1. Where is Cumberland Island? What are its dimensions? What historic structures have been found there? How were they discovered? What historic questions could this archeological find answer? What did the owners of the land on Cumberland Island do to insure the preservation of these cultural and historic relics?
2. What makes this site an "ecological treasure"? What makes it an "archeologists' dream"? Of what materials are the remaining artifacts made? How do you think the island's location and weather has affected the historic structures? Describe how you think chemists, archeologists and anthropologists could work together to piece together the history of this island.
3. All living things undergo the process of decay once they die. This process is called biodegradation. Although all biotic matter (matter from living things) biodegrades, the rate at which different plants and animals decompose varies. Working in small groups, have your students investigate the biodegradation rates of several materials by doing this experiment:

1. Label five clear cups: wood, orange peel, flower, grass, plastic
2. Place a one inch layer of soil in each cup.
3. Into each cup place a one inch by one inch by one inch cube made from the material on the cup's label.
4. Place one inch of soil around and above each material in the cups.
5. Leave the cups alone for three weeks.
6. After three weeks uncover each material and write down what you see.
7. In groups, discuss these questions and write down your answers:
    - Which material showed the most biodegradation? Least?
    - What characteristics of the materials do you think accounts for slow or fast biodegradation rates?
    - What do you think could be done to speed up or slow down biodegradation of all of these materials?

Discuss the students' findings. Have them discuss the factors that may have affected biodegradation at Cumberland Island and what could be done to keep the important archeological finds intact.

LINKS:
http://www.ag.ohio-state.edu/~ohioline/cd-fact/0124.html
http://cfe.cornell.edu/Compost/calc/partsize.html
http://www.uiowa.edu/~c002134/decompose/outline_decomposition.htm
http://www.augustachronicle.com/stories/062999/met_MNS-4726.001.shtml
http://www.tnc.org/infield/preserve/cumberland/
http://www.nps.gov/cuis/

EDITOR'S NOTE:
National Seashore
National Park Service
plantations
cultural resource preservation

WORLDVIEW

Inside Asia : China Leopards

1. Why was the spotted leopard cub in the news story lucky? What could the farmer who caught it have done with the cub? Why would he choose to hand it over to zoo authorities?

2. What is the "black market"? Why are many Chinese choosing to capture endangered and other wild animals to sell them? Who finds the animals valuable, and why?

3. Challenge students to imagine they are poor Chinese farmers whose crops have failed due to drought. The family is suffering from a lack of food and proper medical care. The farmers can receive money by capturing endangered animals to sell for their medicinal value. Ask each student to consider what choice he or she would make and write an explanation of that choice.

4. Discuss in class how poor Chinese in dire circumstances might be persuaded to let the wild animals live. What kinds of alternatives would they need, and how might conservation groups help to educate them and provide alternatives?

LINKS:
http://www.defenders.org/snola.html
http://sites.tier.net/rossparkzoo/virtualtour/lowerzoo/snlepard.htm
http://www.worldwildlife.org/

One World Habitat: Australian Koalas : One World Habitat: Australian Koalas

1. Are koalas bears? What is a marsupial? Name three marsupial animals. How much water do koalas require every day to live? What was unusual about the young koalas shown to the public at Queensland's Veterinary Science Farm last month? Who supports the work at the farm?

2. Why were koalas nearly wiped out in past years? How has the government reversed that problem? What currently endangers the lives of koalas? What solutions might protect them from their newest problems?

3. Encourage students to learn more about koalas or other marsupials by exploring the websites listed below or other resources. Some students may choose to learn more about both bears and koalas to explain the many differences between the two species. Ask students to create posters showing highlights of what they discover.

LINKS:
http://www.koalahospital.org/
http://www2.jps.net/~jpeng/Koala/koala.html
http://worldkids.net/critters/marsupials/
http://www.bears.org/

Wild Kingdom : Willie B. Obituary

1. What was Willie B.? Why do you think he was so popular? How do you feel about the scenes in which Willie B. was in a cage? What do you think of the new gorilla habitat in Atlanta? Why do you think that Zoo Atlanta is regarded as one of the best zoos in the U.S.?

2. What are your feelings about zoos, in general? What conditions make for a "good" zoo? Have you ever been to a zoo? Did you enjoy it? Why or why not? What, if anything, do you believe is important about the work of zoos?

3. Ask students to choose one zoo to research. Websites listed link to many of the world's zoos. They may also choose to visit a zoo if there is one located nearby. Direct them to write about any important work carried out by the zoo. If they see anything they believe should be improved for the welfare of the animals, tell them to discuss it and the changes they think are needed.

LINKS:
http://www.si.edu/natzoo/
http://www.zooatlanta.org/splash2.html
http://www.sandiegozoo.org/
http://www.eaza.net/index.html
http://linkinlincoln.hypermart.net/zoos/zoos-africa-asia-australia-middleeast.htm

Around the World : Fascination with Maps

1. From what resources are the latest maps being created? What did the earliest ones depict? What are the problems that modern cartographers face? How can computers assist them?

2. How can maps tell us about the history of people's beliefs about the world? Why do you think that people are so interested in maps? For what do you use maps? Does your family carry maps in the glove compartment of your vehicle? How often do you use maps?

3. Gather political world maps made in several different years through the 1980s and 1990s. Have

students look at them carefully to see how they show a picture of historical change through the differences in borders and country names. For a wider range of time that depicts broader changes, refer to the many historical maps found in the listed websites. Ask students to imagine that the maps they view are their main source of information about the world. Based on the maps, what conclusions might they draw about various country, states, or cities?

LINKS:
http://web.reed.edu/resources/library/maps/
http://www.iag.net/~jsiebold/carto.html
http://users.erols.com/mwhite28/20centry.htm

EDITOR'S NOTE:
endangered
black market
koalas
marsupials
chlamydia
natural habitat
cartographer

NEWSROOM CHRONICLE

Beyond the Game: Little League Hero : Beyond the Game: Little League Hero

1. Who is Jenny Fulle? What did she want to do in 1972? Was she able to fulfill her dream? How did she accomplish this? What is the ACLU? How well did Fulle do in Little League? How did the boys feel about her as a teammate or opposing player? What have been the long-term results?

2. Do you know any girls who play or used to play in Little League? If yes, what were their experiences like as team members? Did they feel they were treated as equals? In what other sports are females able to compete against males on an equal footing?

3. Do you believe that men and women should compete on the same teams in sports, or do you think that they should have separate leagues? Explain. If there are circumstances in which girls and boys compete on the same leagues, can you think of any sports in which they compete against one another on an adult level? Do you think that this should be promoted? Explain. How well have women's leagues done in terms of finances and fans, as compared to men's leagues in the same sports? Why do you think this is?

4. Have students contact adults in Little League and interview them regarding their views on the play, now that girls are a well-established part of Little League. Try to get a variety of people interviewed, such as coaches, officials, and parents of both boys and girls. Compare results in class and ask students to draw conclusions about the impact that allowing girls to play with the boys has had on the sport.

LINKS:
http://www.littleleague.org/series/
http://www.exploratorium.edu/baseball/girlsofsummer.html
http://www.dlcwest.com/~smudge/enhanced.html

EDITOR'S NOTE:

Little League
ACLU

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 21, 2000

Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at http://turnerlearning.com/newsroom/enroll.html.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:55... 02:30
Top Story ... 05:25... 07:55
-Pope John Paul II visits Jordan to promote peace in the Middle East.
-Palestinians protest Israel's presence in East Jerusalem.

In The Headlines ... 02:05... 10:00
PRES. CLINTON VISITS BANGLADESH

YOUR DAILY DESK ... 00:40... 10:40
Health Desk ... 02:15... 12:55
Children are high risk for being attacked by domestic dogs.

WORLDVIEW ... 00:45... 13:40
Top of the World ... 02:15... 15:55
Hiroshi Matsushita argues for the dignity of homeless people.

Political Front ... 02:50... 18:45
Career women challenge the status quo in Japan.

Check it Out: Russian Health ... 02:30... 21:15
Russia's population is declining due to a health crisis.

Turner Website Information ... 00:45... 22:00
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:50... 22:50
Democracy in America: Public Opinion ... 04:20... 27:10
Public opinion provides the fodder for political discussion and strategy.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Pope in the Holy Land

1. Why did Pope John Paul II visit Jordan? Why do you think the pope has chosen this particular time to visit the Middle East? How is this trip different from other papal trips? How did the leaders and citizens of Jordan respond to the pope's visit?

2. What types of political demonstrations have occurred in East Jerusalem as a result of the pope's upcoming visit to Israel? What is your opinion of these demonstrations? Do you think these demonstrations will diminish the pope's ability to promote peace in the Middle East? Explain.

3. What sites does the pope plan to visit while he is in Israel? Why is the pope's visit to Israel historically and politically significant? Why do you think Pope John Paul II has apologized for things that his church has done? Do you think the pope should apologize for the Catholic church's "public silence" during the holocaust? Explain. How might such an apology affect Catholic-Jewish relations?

4. Divide your class into four groups. Have each group choose to research the Mideast situation from the perspective of one of these leader's countries/people. The leaders and their countries are: Ehud Barak (Israel), Yasser Arafat (Palestinian Authority), Hafez Al-Assad (Syria), King Abdullah II (Jordan.) Instruct each group to find out what each country or people has expected to get from previous peace talks and peace initiatives. Have groups present their findings. Then read the following challenge that was recently proposed by the pope: "No matter how difficult, no matter how long, the process of seeking peace must continue." Ask students: Why do you think it is so difficult for Middle Eastern nations to achieve peace? In your opinion will the pope's visit improve relations between these nations? Explain. Do you agree with Israel's decision to withdraw from part of the West Bank? Why or why not? In your opinion, will peace ever be achieved in the region?

LINKS:
http://cnn.com/2000/WORLD/meast/03/20/pope.visit.01/index.html
http://cnn.com/2000/WORLD/meast/03/19/israel.palestinians.ap/index.html
http://www.inlink.com/~ynglife/church-history/timeline.htm
http://cnn.com/SPECIALS/1999/pope/
http://cnn.com/WORLD/struggle_for_peace/

In The Headlines : In The Headlines

1. Why is President Clinton visiting South Asia? Have students identify the nations that President Clinton is visiting on his tour of the region. Why is President Clinton's trip politically and historically significant? President Clinton has been quoted as saying that South Asia is "perhaps the most dangerous (region) in the world." Do you agree with this assertion? Give examples to support your position.

2. Have students share what they know about the history of Bangladesh. What was the purpose of President Clinton's trip to Bangladesh? Why was President Clinton's trip to Joypura canceled? Why do you think the U.S. is giving aid to Bangladesh?

3. Refer students to Internet resources including the websites below to learn more about the existing tensions between India and Pakistan, including the Kashmir issue. Ask students: What is the status of the relationship between the U.S. and these nations? Do you think President Clinton's South Asia trip will help foster dialogue between India and Pakistan? Why or Why not? Should President Clinton urge Pakistan's military government to restore democracy? Explain. In your opinion, can India and Pakistan peacefully resolve their differences? Why or why not?

4. President Clinton's upcoming meetings with the leaders of Pakistan and India will probably be the toughest part of his trip. Have small groups of students assume the roles of advisors to President

Clinton. Challenge each group to write a report advising President Clinton about the best way for him to calm nuclear tensions between Pakistan and India. Have students share their reports and discuss the benefits and drawbacks of each strategy. After President Clinton concludes his trip, have students compare their ideas with the way that President Clinton actually handles the negotiations.

LINKS:
http://cnn.com/2000/ASIANOW/south/03/20/clinton.bangladesh/index.html
http://cnn.com/ASIANOW/time/asiabuzz/2000/03/09/sd/
http://www.bangladesh-parliament.org/
http://www.pak.gov.pk/
http://www.indiamonitor.com/

EDITOR'S NOTE:
sovereignty
Vatican
Judiasm
Kach Movement
Jubilee Pilgrimage

YOUR DAILY DESK

Health Desk : Dog Bites

1. Which children are most at risk for dog attacks? Why? How can you tell if a dog is about to attack? What can people do to help prevent dog attacks?

2. Why do you think people have dogs as pets? Have you ever been threatened or attacked by a dog? If so, did you know the dog? Why do you think the attack occurred? Do you think the attack could have been prevented? Explain. Do you think dog owners should be legally liable if their dog attacks a child? Why or why not?

3. Share the following information with your class: People who are bitten by animals are at risk for contracting rabies. Rabies is a serious virus that infects the central nervous system, causing encephalopathy and ultimately death. According to the Center for Disease Control and Prevention (CDC), "the vast majority of rabies cases...occur in wild animals like raccoons, skunks, bats, and foxes. Domestic animals account for less than 10% of the reported rabies cases, with cats, cattle, and dogs most often reported rabid." Refer groups of students to the last website below to learn more about the symptoms, prevention and treatment of rabies. Have students share their findings and discuss.

4. Invite a veterinarian or representative from a humane society to talk about:
    1. The health risks associated with dog bites
    2. What you should do if you or someone you know is bitten by a dog
    3. Which breeds of dogs make the best pets for children
    4. The responsibilities and risks associated with owning dogs.

   After the class discussion, have students prepare a guide to help potential dog owners who have children determine the type of dog they should select as a pet. Direct students to include information about different breeds of dogs, the type of care that each breed requires, and a list of issues that potential dog owners should consider before bringing a dog home. Distribute copies of the guide to local libraries, veterinarian offices and humane societies.

LINKS:

BEST COPY AVAILABLE

http://www.ddfl.org/tips.htm
http://www.doginfomat.com/dog02.htm
http://www.cdc.gov/ncidod/dvrd/rabies/

EDITOR'S NOTE:
separation anxiety
aggression
dog attacks

WORLDVIEW

Top of the World : Japanese Homeless

1. Who is Hiroshi Matsushita? What does he look like? What does he do for a living? Why did he become homeless? How many homeless are there in Tokyo? In Japan?
2. Does Mr. Matsushita fit your image of homelessness? Why or why not? Do you believe that there may be many homeless people with situations that are similar to that of Mr. Matsushita? If you were to run into Mr. Matsushita on the street, do you think that you would stop to let him cut your hair? Why or why not?
3. According to the news story, people in Japan find begging to be very offensive, even those who are hungry. How might this affect Japan's homeless as they try to survive? How does their attitude compare to that of many homeless in your country? Do you know this for a fact, through direct experience, or is it your opinion?
4. Solicit students' opinions of the homeless in their country. Use the quote that begins the news story: "To see homeless people on the streets is an uncomfortable sight." Do they agree or disagree with this statement? Have them research websites or other resources to learn about the real situation for homeless in their country, state, or area. Compare and contrast their opinions with their research findings in a class discussion. Use the opportunity to discuss stereotyping and prejudice.

LINKS:
http://nch.ari.net/
http://www.qvctc.commnet.edu/student/GaryOKeefe/homeless/frame1.html
http://earthsystems.org/ways/list.html
http://csf.colorado.edu/homeless/

Political Front : Japanese Sumo

1. What is sumo wrestling? From what does it draw its traditions? In what ways is this sport at odds with Japanese women? In what other areas do Japanese women find discrimination?
2. How does your country's treatment of career woman differ from Japan's? How do you think Japan compares to other countries when it comes to sexual equality? Explain the reasoning behind your answer.
3. Direct students to websites or other resources that can inform then about issues for career women. Based on their findings, ask each student to write an essay in which he or she explains one of the problems and suggests a solution.

LINKS:

http://www.wlo.org/summit/
http://www.unifem.undp.org/
http://www.dhdirhr.coe.fr/equality/Eng/women%20in%20politics.html
http://library.trinitydc.edu/WBUSINES.htm

Check it Out: Russian Health : Check it Out: Russian Health

1. How does a newborn's health chances in Russia compare to those of a newborn in the United States? How do their chances relate to the area of Russia in which they are born? What happened to Russia's population in 1998? How can this decline affect the country?

2. What are some of the problems that have caused the decline in quality of Russia's healthcare system? In what ways do economic and social problems contribute to the situation? What are some of the suggested solutions? Do you think that the proposed solutions will work? Explain.

3. There are complaints about many nations' healthcare systems by their citizens. Put students into groups and challenge them to look into one country's healthcare situation, such as the U.S., Canada, Great Britain, etc. Have each group present the system and situation in the country they chose. As a class, discuss the positive and negative features in each country. See if students can synthesize features of each system into a more workable system.

LINKS:
http://russianculture.miningco.com/culture/russianculture/msub90.htm
http://www.healthlinks.net/

EDITOR'S NOTE:
homelessness
sumo wrestling
parliament
maternity leave
healthcare system
Shinto
mortality rate

NEWSROOM CHRONICLE

Democracy in America: Public Opinion : Democracy in America: Public Opinion

1. Give an example of "unsolicited" public opinion. How is public opinion often "orchestrated"? Describe a way by which public opinion is "generated." Why do you think debates are often the starting points for public opinion?

2. How is public opinion sometimes "organized and official"? What is a poll? CNN Pollster Keating Holland compares taking a poll to a cook's tasting a little soup to gauge its overall taste. Do you think this is a valid comparison? Why or why not? Most polls rely on random or scientific sampling for their validity. Why do you think the polling sample is so important to the credibility of the poll? Referring back to Mr. Keating's analogy, how might a poor sample give an inaccurate "taste" of the political "soup"?

3. Political leaders are sometimes accused of "governing by the polls." What do you think this means? Do you think elected leaders should or should not make their decisions based on polling data? State your rationale.

4. Assist students in consulting the Internet resources below and other sources to learn more about different polling organizations, their methods and their findings. What issues and questions are common to many of their polls? Share student observations.
    1. Then challenge your students to determine how they would go about polling their own class or school on a particular issue. Referring back to their research, direct students to consider the elements of a scientific poll, including the sample, method, and wording of questions.
    2. Divide the class into groups, and have each decide upon an issue to poll among other students.
    3. Have each group develop the framework for the poll, designating the kind of sampling, methods and specific wording of the questions to be asked.
    4. Have each group share its framework.

    As a class, critically analyze each framework for bias and clarity. Why is it so important that the pollster's sample, method and questions be scientific and free of bias?

LINKS:
http://www.gallup.com/
http://publicagenda.com/
http://www.ropercenter.uconn.edu/
http://portraitofamerica.com/html/home.html

EDITOR'S NOTE:
polls
public opinion

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 22, 2000

March is Women's History Month, and each Friday throughout the month CNN NEWSROOM will be profiling women "first" in their area of expertise.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 04:00... 06:35
On Tuesday a federal judge ruled that Elian Gonzalez be returned to his father.

YOUR DAILY DESK ... 01:00... 07:35
Business Desk ... 03:00... 10:35
The CIA launches a massive recruitment drive.

WORLDVIEW ... 00:45... 11:20
Top of the World ... 03:00... 14:20
Attempts to help Burundi citizens have caused them to suffer from malnutrition and illness.

Communication Transformation: Zimbabwe Entrepreneur ... 03:10... 17:30
Cellular phones revolutionize Zimbabwe.

Culture Watch ... 02:25... 19:55
Latinos grow in both population and in success in the U.S.

NEWSROOM CHRONICLE ... 01:00... 20:55
Our World ... 02:40... 23:35
Teen drivers carrying passengers are more likely to get into accidents.

Turner Website Information ... 00:45... 24:20
Information on the CNN NEWSROOM Daily Guide

Student Bureau ... 02:55... 27:15
Students protest the Confederate flag that is part of the Georgia state flag.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Elian's Fate

1. Who is Elian Gonzalez? How old is he? How did he arrive in the United States? Who has cared for him since his arrival? Who wants him to return to Cuba? Who wants him to stay in the U.S.? What are the reasons given for each position?

2. On what legal basis did the federal judge make his decision? On what grounds do Elian's U.S. relatives plan to appeal? What circumstances complicate the issues in this case?

3. Direct students to look up information about relations between the United States and Cuba. Hold a discussion in which you consider whether or not the political strain between the two nations is interferring with the opinions and decisions in this particular case.

4. After reviewing recent information about Elian Gonzalez, ask students to write their own opinion: Should Elian Gonzalez stay in the United States or be returned to Cuba? Who should have the authority to make the final decision?

LINKS:
http://www.cnn.com/2000/US/03/21/cuba.boy.05/index.html
http://www.cnn.com/2000/US/03/21/cuba.boy.reax/
http://www.cnn.com/resources/newsmakers/
world/namerica/castro.html
http://www.state.gov/www/regions/wha/cuba/index.html

EDITOR'S NOTE:
communist regime
political asylum

YOUR DAILY DESK

Business Desk: CIA Recruiting

1. What is the CIA? What images come to mind when you think of the CIA? Why is the CIA embarking on a large-scale search for employees? What are some basic requirements for a job at the CIA? According to the Agency's Deputy Director, what kinds of people does the CIA want?

2. How is the Agency getting the message out regarding its recruitment drive? Besides agents, what other kinds of employees is the Agency seeking? Is it currently an employee's or an employer's market for high tech talent? How do you think this fact is influencing the CIA's efforts? How might recent news stories surrounding the Agency impact those recruiting efforts?

LINKS:
http://www.cia.gov/
http://www.cia.gov/cia/employment/ciaeindex.htm
http://www.usatoday.com/careers/careers.htm
http://careers.wsj.com/

EDITOR'S NOTE:
U.S. umemployment rate
recruiting drive
private sector
fiscal year

WORLDVIEW

Top of the World : Burundi Regroupment

1. Where is Burundi? Where have its citizens been forced to live, and why? What problems do citizens encounter in the regroupment camps?
2. Why has the Nobel Prize-winning organization Medicins sans Frontieres (Doctors without Borders) chosen not to work in the camps? Do you agree or disagree with its decision? Explain.
3. Direct students to information about former South African president Nelson Mandela. Ask them to write responses to the following questions: What would cause people to place faith in Mr. Mandela for a successful peace treaty? What qualities make a successful leader and negotiator?

LINKS:
http://www.asociety.com/geneva1.html
http://www.africanews.org/east/burundi/stories/20000310/20000310_feat1.html
http://dailynews.yahoo.com/h/ap/20000303/wl/burundi_closing_camps_1.html
http://198.76.84.1/HORN/burundi/burundi.html
http://www.sas.upenn.edu/African_Studies/Country_Specific/Burundi.html

Communication Transformation:Zimbabwe Entrepreneur

1. Who is Strive Masiyiwa? What technology has he brought to Zimbabwe? How well has his enterprise done? Why do you think it has attracted the attention of the international community?
2. What is an entrepreneur? What makes Mr. Masiyiwa an entrepreneur? Discuss and explain his statement, "We don't believe that entrepreneurship is just a thing of the industrialized world. And we are going to get there without political patronage, without power politics, without shady deals, but straight forward hard work, gaining the respect of the world."

LINKS:
http://www.africanews.org/south/zimbabwe/stories/19990314_feat6.html
http://www.sas.upenn.edu/African_Studies/Country_Specific/Zimbabwe.html
http://www.fingaz.co.zw/fingaz/99/stage/archive/000308/advisor8571.html

Culture Watch: Latino Influence

1. From which country did Armando Castro come? How long has his family been in the United States? What did he do for work when he first came to the U.S.? What does he do now? How many Hispanic-owned businesses are there in Los Angeles county? How much money did these businesses generate in 1998?
2. Which statistics indicate that Latinos are moving up the socio-economic scale? What sorts of improvements still need to be made to further increase the health and success of the Latino population? What would you suggest to solve the difficulties for low-English proficiency students and their teachers?

LINKS:
http://www.lbausa.com/
http://falcon.cc.ukans.edu/~droy/
http://amarillonet.com/hispanic/home.html

EDITOR'S NOTE:
regroupment camp
malnutrition
Geneva Convention
Tutsi army
Hutu rebels
political patronage
Latino
immigrant

NEWSROOM CHRONICLE

Our World: Teen Drivers

1. Which institution recently analyzed accidents involving teen drivers? What were the findings? Are you surprised? Why or why not? What new laws are some hoping that the study will help to launch?
2. Does your state restrict how many passengers a 16 or 17-year-old driver can carry in his or her vehicle? Do you think that such laws would lessen teen driving accidents? Explain.
3. Direct your students to learn more about the graduated driving laws in some states and other options that some feel can reduce teen driving accidents. Discuss students' opinions in class and help them to consider not only their desire to drive independently but also the need to reduce accidents. Ask students to create posters that either inform others about teen driving statistics or about possible ways to increase driving safety.

LINKS:
http://www.cnn.com/2000/HEALTH/children/03/21/teen.driving/index.html
http://www.teendrivinghotline.com/
http://teendrivercheck.com/
http://www.teendriving.com/
http://www.rookiedriver.com/
http://www.wcco.com/news/stories/news-980310-180558.html
http://www.jordannews.com/news/stories/news-980408-184230.html

Student Bureau: Campus Protest

1. Where is Emory University? What did students recently gather to protest on campus? How much preparation did they make to insure the rally's success? Did the organizers feel that the event was successful? Do you? Why or why not?
2. What is a symbol? What does the Confederate flag symbolize to you? What else can it symbolize to other people?
3. Direct students to the first website listed, where they can find out which U.S. states currently include the Confederate flag as part of their state flag. Ask: Does South Carolina? What does South Carolina do that is objectionable to those opposed to exhibiting the Confederate flag?

LINKS:
http://www.fg-a.com/stateflags.htm

- http://www.cnn.com/2000/US/03/04/confederate.rally/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/01/17/sc.flag/
http://www.latimes.com/news/politics/elect2000/pres/lat_south000218.htm
http://www.janke.washcoll.edu/civilwar/flags.htm

EDITOR'S NOTE:
full driving privileges
graduated license program
campus protest
rally

CNN NEWSROOM CLOSE

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March 23, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 02:35... 05:10
President Clinton calls for nuclear disarmament in India.

YOUR DAILY DESK ... 00:35... 07:45
Science Desk ... 03:00... 10:35
Scientisits create the first bionic human cell microchip.

WORLDVIEW ... 00:45... 11:05
Inside Asia ... 03:05... 14:10
Japanese Internet entrepreneurs fill Bit Valley.

Communication Transformation: China E-Control ... 02:10... 16:20
Chinese authorities have tight control over Internet activity.

Taking Care of Business ... 02:35... 18:55
Thai university students try out the business of e-commerce.

Short Take ... 00:55... 19:55
Students exhibit patience and creativity in the game of domino toppling.

Short Take ... 00:55... 19:55
Students exhibit patience and creativity in the game of domino toppling.

Worldview Footnote: Taj Mahal ... 02:30... 22:20
Pollution threatens to distroy the Taj Mahal.

NEWSROOM CHRONICLE ... 03:30... 22:50
At Issue: Student Fees ... 01:55... 24:45
The U.S. Supreme Court rules that student activities fees can be used to finance campus groups.

Student Bureau ... 02:30... 27:15
The U.S. continues to feel the impact of La Nina.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Clinton in South Asia

1. Why is President Clinton visiting India? Why is President Clinton's trip considered a "high-stakes" diplomatic journey? What did President Clinton hope to accomplish by addressing India's parliament? Why is India in conflict with Pakistan?
2. Why is the international community deeply concerned that the Kashmir conflict may escalate? Why has the Indian government rejected President Clinton's pleas that it exercize nuclear restraint? What do you think President Clinton meant when he said that "In nuclear standoff, there is nothing more dangerous than believing there is no danger"? Do you think the international community should continue to support nuclear disarmament if India continues to develop its nuclear weapon program? Why/why not?
3. In the video CNN correspondent John King states that, "in a post Cold war world, economic cooperation and environmental protection are as much a driving force in U.S. international policy as security concerns." As a class, discuss the meaning of this statement. Then have each student write a position paper supporting or refuting Mr. King's assertion. Instruct students to support their positions with facts.

LINKS:
http://cnn.com/2000/ASIANOW/south/03/22/clinton.india.02/index.html
http://cnn.com/2000/ASIANOW/south/03/21/india.clinton.03/index.html
http://www.clw.org/pub/clw/coalition/ctstatsa.htm
http://www.stimson.org/zeronuke/sites.htm
http://www.igc.apc.org/disarm/nptabc.html
http://www.cnduk.org/welcome.htm

In the Headlines: POPE VISITS BETHLEHEM

1. Why was Pope John Paul's visit to Palestinian Bethlehem both politically and spiritually significant? Do you agree with the pope's decision to support the Palestinian refugees' rights to a homeland? Why/why not? How did the Palestinian refugees respond to the pope's remark? Do you think the pope's remark will have political repercussions? Explain.
2. Have each student assume the role of a journalist from either Israel or the State of Palestine. Instruct each student to write an analysis of the pope's visit for his/her country's newspaper. Share students' analyses and compare the tone and focus of each country's perspective.

LINKS:
http://www.cnn.com/cwc/WORLD/meast/story6.html
http://cnn.com/WORLD/meast/sites.html
http://israeliculture.about.com/msub7.htm?iam=mt
http://www.birzeit.edu/links/
http://www.inlink.com/~ynglife/church-history/timeline.htm
http://people.morehead-st.edu/fs/t.pitts/christn.htm
http://people.morehead-st.edu/fs/t.pitts/islam.htm

EDITOR'S NOTE:
Taj Mahal

post Cold War world
Kashmir
nuclear disarmament

YOUR DAILY DESK

Science Desk: Personal Biochip

1. What has Boris Rubinsky invented? How does it work? What uses for this technology are mentioned in the story? Can you think of other uses for this technology? Explain.
2. How significant do you think this invention will be ten and fifty years from now? How might "bionic" chips impact the future of medicine? How could this product be used in the area of new product testing to save lives? Do you think the ability to control cells with computers will change our concept of what is "human"? Explain.

LINKS:
http://www.dailysouthtown.com/southtown/dsnews/27-ds2.htm
http://www.ri.net/schools/Narragansett/NHS/PerEwebpage/cell_mem1.html
http://www.dcn.davis.ca.us/%7ecarl/membrane.htm

EDITOR'S NOTE:
integrated circuits
DNA fragments
biochip
pathogenic
proteins

WORLDVIEW

nside Asia: Japan Bit Valley

1. Why is Japan considered one of the world's economic giants? Where is Bit Valley located? To what U.S. location is it compared? How is Bit Valley similar and different from Silicon Valley?
2. Who is Takafumi Horie? How much has his start-up venture earned in four years? Why do you think that particular communities, such as Bit Valley and Silicon Valley, end up housing many Internet companies?

LINKS:
http://www.bitvalley.org/index2.htm
http://www.softbank.co.jp/sbadmin/index_e.html
http://www.businessweek.com/1996/33/b34882.htm
http://www.mercurycenter.com/business/top/024182.htm
http://jin.jcic.or.jp/trends98/honbun/ntj980905.html
http://ei.cs.vt.edu/~history/Bill.Gates.html
http://www.time.com/time/poy/index.html

Communication Transformation: China E-Control

1. Why is China's government concerned about the Internet? What has the government done to exert its power over use of the 'Net? Who are the Falun Gong? How did their use of the Internet lead to greater government control?

2. Why do you think the cyber-revolution has China's security forces and propaganda people scared? What is the next step in the Chinese government's attempt to control Internet use? Do you think the government's efforts will be successful? Why or why not?
   EXTENSION: Some in the U.S. would argue that proposed censorship of the Internet could eventually result in the kind of government control of the 'Net that is happening in China. Do students agree or disagree with this thinking?

LINKS:
http://www.emulateme.com/content/china.htm
http://sinomania.com/government.htm
http://www.china.org.cn/English/
http://chinatoday.com/

Taking Care of Business: Thai Internet

1. What is e-commerce? How much revenue was generated from e-commerce in Thailand in 1999? How much revenue is anticipated in the year 2000? How are Thai university students becoming involved in e-commerce? What must they do to get an "A" in a business administration and computer course? How much money do the university students have to pay to set up shop? How much in returns do the best of them hope to receive?

2. What is the rationale used by the student running the cyber pet shop? Do you think that most cybershop owners are thinking in this way? Explain.

LINKS:
http://www.thaibiz.com/
http://www.thaiecommerce.net/
http://www.emarketer.com/

Worldview Footnote: Taj Mahal

1. What is the Taj Mahal? Where is it located? Who had the Taj Mahal built? When was it built? Why is the Taj Mahal in jeopardy? What is causing the pollution?

2. Why are some residents of Agra, India reluctant to close the local iron foundries, which would help protect their environment? Why did President Clinton visit the Taj Mahal? Do you think his visit will impact India's pollution problem? Why/why not?
3. Air pollution is a global problem. Have students identify different air pollutants and their impact on human health and the environment. Then challenge students to create a list of 30 things they can do to help prevent air pollution. As a class, conduct a month long air pollution awareness campaign at your school. As a focal point of the campaign, have students create a calendar listing one of the prevention activities for each day of the week.

LINKS:
http://www.angelfire.com/sys/popup_source.shtml?Category=
http://rubens.anu.edu.au/student.projects/tajmahal/home.html
http://www.cnn.com/SPECIALS/1998/valentines.day/love.facts/
http://www.lungusa.org/

EDITOR'S NOTE:
Bit Valley
networking
mecca
venture companies
Falun Gong
virtual mall
overhead
environmentalists

NEWSROOM CHRONICLE

At Issue: Student Fees

1. What is the First Amendment? Why are political conservatives at the University of Wisconsin opposed to using student fees to fund campus activities of liberal groups? How did the U.S. Supreme Court rule on the University of Wisconsin student fee case? Will the ruling affect private schools? Why/why not?

2. Divide your class into two groups to debate whether or not the Supreme Court's decision to uphold the University of Wisconsin's student-fee system was just. Have students consider the implications of this ruling, and whether it violates the students' First Amendment rights of free speech and/or their freedom of association rights.

LINKS:
http://cnn.com/2000/US/03/22/scotus/index.html
http://www.cnn.com/US/9911/08/scotus/
http://www.news.wisc.edu/thisweek/view.msql?id=3833
http://supct.law.cornell.edu/supct

Student Bureau: La Nina

1. What is La Nina? Why does this weather condition occur? How long does La Nina usually last? What is NOAA? How do scientists detect La Nina? How are data buoys used to monitor ocean temperatures?

2. Send students on an Internet scavenger hunt to locate the answers to the following questions:
    1. What is the difference between La Nina and El Nino?
    2. Does a La Nina typically follow an El Nino?
    3. Why is it difficult to pinpoint the exact behavior of a La Nina?
    4. What is the relationship between El Nino/La Nina and global warming?
    5. How do meteorologists tell if a hurricane, tropical storm, draught or winter storm is caused by La Nina or El Nino?
    6. How has La Nina influenced the Atlantic and Pacific hurricane seasons?
    7. Why is predicting these weather conditions so important?
    8. Why hasn't the public heard more about La Nina? After students share their information, challenge groups of students to each find information on a location that has been impacted by La Nina and conduct research to learn more about it. Then have each group present a report on La Nina's impact. Instruct students to include maps and charts to illustrate their findings.

LINKS:

http://www.pmel.noaa.gov/toga-tao/la-nina-story.html
http://www.pmel.noaa.gov/toga-tao/el-nino/faq.html
http://www.elnino.noaa.gov/edu.html

EDITOR'S NOTE:
forum
student referendum
U.S. Supreme Court
First Amendment
La Nina
NOAA

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CNN NEWSROOM Guide

March 24, 2000

Don't forget to watch for our on-going series, Democracy in America, airing Tuesdays on CNN NEWSROOM.

-------------- PROGRAM RUNDOWN --------------
STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 01:00...02:40

Top Story ... 02:25...05:05
Pope John Paul II visits Israel's Holocaust memorial.

At Issue: Clinton's Travels ... 02:35...07:40
Critics see President Clinton's visit to India as an expensive photo opportunity.

DAILY DESK ... 00:50...08:30

Gospel Capital ... 02:50...11:20
Atlanta, Georgia, is the capital of gospel music.

WORLDVIEW ... 01:00...12:20

Inside North America ... 06:00...18:20
A father and son team repairs all makes and models of musical instruments.

Artistry in Action ... 03:00...21:20
Indian producers find that adding song and dance can make their films into box office hits.

NEWS CHRONICLE ... 00:45...22:05

Women's History: Rebeca Romero ... 05:00...27:05
Meet the youngest woman to be a bank president.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

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Top Story: Pope in Holy Land

Where was Pope John Paul II today? Why did he visit Israel's Holocaust

memorial? How was his visit received? What happened later in the day, at the interfaith dialogue the pope planned? What did he hope would happen? Why do you think that his wish remained unfulfilled?

What is the significance of the pope's visit to the Holocaust memorial? According to the news, how do his attitude and gestures compare to those of previous popes? Why do you think he differs in his response to Jews?

Direct students to learn more about Pope John Paul II's historic visit to the Holy Land and about his life. Ask each student to write an essay that illustrates the influence of this religious leader during his papacy.

LINKS:
http://www.cnn.com/2000/WORLD/meast/03/23/pope.visit.03/index.html
http://www.cnn.com/2000/WORLD/meast/03/23/bc.pope.survivor.ap/
http://www.yad-vashem.org.il/
http://www.ewtn.com/holyland2000/
http://www.cnn.com/SPECIALS/1999/pope/

At Issue: Clinton's Travels

What are the images of President Clinton on his current tour in India? Do you think that they are "presidential"? Why or why not? How do you think that most viewers would respond to seeing these images on the news? How expensive are the president's foreign trips? Why do you think that he has taken so many?

Why is President Clinton in India? What are the top issues that have the world apprehensive about India and Pakistan? Do you think that it can make a difference in a country's foreign policy to have a U.S. president visit the country? Why or why not?

Have students look through the news involving India and Pakistan just before and during President Clinton's visit. List the news items on the board. Discuss whether or not they believe these news events would have occurred had the president not chosen to make the trip. Do students think that his trip made any difference in easing tensions? Was it worth the money?

LINKS:
http://www.cnn.com/2000/ASIANOW/south/03/23/clinton.india.01/index.html
http://www.cnn.com/2000/ASIANOW/south/03/22/clinton.india.02/
http://www.cnn.com/2000/ASIANOW/south/03/21/india.clinton.04/

EDITOR'S NOTE:
eucharist
interfaith
maharaja

DAILY DESK

Gospel Capital

Who is Larry Tinsley? Why do you think that his radio show, "Sunday Morning Praise," is the most popular radio program in Atlanta? Would it be in your town? Why or why not? What is AIR? How well are the recordings doing for Atlanta International Records? To what do you attribute the company's success?

What is a "mega church"? Have you ever been to one? If so, what is it like? In what ways do mega churches help to increase the revenues of gospel recording artists?

LINKS:
http://www.ccmcom.com/ccmupdate/96_03_25/032596survey.html
http://www.v-103.com/showdj.asp?DJID=759
http://www.sunhawk.com/catalogs/christian.htm
http://www.ccmcom.com/ccmmag/96feb/0296gospel_hist.html
http://www.pbs.org/wnet/gperf/feature10/
http://www.ncgcc.com/ahti/1.htm

EDITOR'S NOTE:
mecca
doppler studio
mega churches

WORLDVIEW

Inside North America: Music Fixit Man

Who are Charles and Russell Fail? How would you characterize their repair shop? Does it look like a place where music lovers around the world would shop or send their classic instruments for repair? Explain. How have they made their small business an international success?

What do you think of this juxtaposition of antique instruments, hand-crafted repair, and the Internet? Would you normally expect that a shop such as the Fail's would have a website and/or that it would be so successful? Explain.

As a creative writing assignment, ask students to imagine themselves as one of the historical instruments sent to the Fails' shop for repairs. In the voice of the instrument, have students tell the events of their instrument's "life" prior to arriving at the shop.

LINKS:
http://www.charlesfail.com/
http://www.itc.org/aaron/
http://www.nobackroads.com/home.html

Artistry in Action: India Movie Music

What role have songs and dance taken in new Indian movies? Based on clips in the news story, do you understand why these scenes of these routines appeal to their audiences? Would similar song and dance numbers be popular in Western-produced movies? Explain.

Do you think that song and dance numbers add to the quality of a movie, or do you find them to break up the plot in ways that you do not like? How do these new Indian films compare with old American musicals such as The King and I, The Sound of Music and others?

LINKS:
http://filmfare.indiatimes.com/
http://www.homevideo.net/books2.htm
http://filmfare.indiatimes.com/interviews/index1.htm

EDITOR'S NOTE:
artisans
appreticeship
choreographer

NEWS CHRONICLE

Women's History: Rebeca Romero

Who is Rebeca Romero, and what is her profession? What is unusual about this? What has she done to be competent at her job at such a young age? What does Ms. Romero do with her free time? What is unusual about Centinal Bank? Why did Ms. Romero's grandfather start the bank?

What difficulties might someone in Rebeca Romero's position, given her age and background, expect to encounter? According to her, how have these potential problems worked out for her? Why do you think that she has been able to overcome the problems?

Ms. Romero has great respect for her grandfather, and her admiration for her family seems to feed her own dreams. Challenge students to consider their own hopes and dreams for the future and how they may or may not be tied with plans, expectations, or businesses of their family. Ask them to write an essay describing their future plans and ways in which their upbringing has contributed to them.

EXTENSION: Many women struggle to "break the glass ceiling" in the business

world, something that Ms. Romero has done seemingly with no difficulty. Challenge students to research the amount of women found in top levels of management (i.e., CEOs). Discuss in class reasons that the numbers are so disproportionate to the percentages of men and women who work fulltime.

LINKS:
http://www.taosnews.com/990204/bank.html
http://www.womenswire.com/glass/
http://www.bday.co.za/98/0305/special/x3.htm
http://www.wwork.com/Work/managers.htm
http://www.va.gov/1vaemployee/glass.htm

EDITOR'S NOTE:
chief executive officer
valedictorian
commerce

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March 27, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00...02:35

Top Story ... 02:30...05:05
Vladimir Putin wins Russia's presidential election.

U.S. Reaction ... 02:00...07:05
Washington weighs in on Vladimir Putin's election.

In the Headlines ... 02:25...09:30
Presidents of the U.S. and Syria meet to discuss Mideast peace.

DAILY DESK ... 00:50...10:20

Environment Desk ... 01:55...12:15
A new automated system eliminates the need for sorting recyclables.

WORLDVIEW ... 00:30...12:45

Taking Care of Business ... 02:40...15:25
Meet a customs agent with a nose for finding money.

Around the World ... 03:30...18:55
Dogs assist rescue personnel in locating victims of an avalanche.

Check it Out ... 02:25...21:20
Technology makes life easier for some Britain-bound pets.

Turner Website Information ... 00:45...22:05
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:25...22:30

African-American Saints ... 02:00...24:30
African-American Catholics hope for a saint of their own.

Sports Page: Woman Dog Sledder ... 02:20...26:50
Aliy Zirkle is the first woman to win the grueling Yukon Quest.

CNN NEWSROOM CLOSE ... 01:10... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Russia Elections

1.Who is Vladimir Putin? When and under what conditions did he first become Russia's president? What distinction did Boris Yeltsin hold among Russian leaders? What kinds of reforms did former President Yeltsin try to implement in Russia? Was he successful? Explain.

2.Describe the atmosphere at Vladimir Putin's election headquarters. Which candidate caused some concern for the Putin camp? Why? What lesson did Mr. Putin say he learned from the Communist Party's showing in this election? Why didn't Vladimir Putin campaign in advance of this election? Do you think the decision to campaign was a wise one? State your rationale.

LINKS:
http://cnn.com/2000/WORLD/europe/03/27/russia.elex/index.html
http://www.politicalresources.net/russia.htm
http://www.polisci.com/world/nation/RS.htm

U.S. Reaction

1.What does it mean when it is said that Vladimir Putin's image is "undefined"? Why do observers in the U.S. see him that way? How have U.S. President Clinton and Great Britain Prime Minister Blair reacted to Mr. Putin's leadership? Do they see him as someone who is committed to democracy? Explain.

2.How have the conflicts in Chechnya and Kosovo affected Russia-U.S. relations? What action by Russia could repair some of the diplomatic "damage"?

LINKS:
http://www.rferl.org/nca/special/chechnya/
http://www.geocities.com/CapitolHill/Parliament/5160/Putin/

In the Headlines: CLINTON, ASSAD MEET

1.Who is Syria's current president? How long had it been since he and U.S. President Clinton had met to discuss Mideast peace? Will their talks lead to movement in the peace process? Explain.

2.What demand is President Assad making in order to

continue talking peace? What does President Assad want from the West as a condition of Mideast peace? Summarize Israel's demands. Why did the last round of peace talks between Israel and Syria stall? Why do you think that Hafez Al-Assad and Ehud Barak are unwilling to meet to talk peace?

LINKS:
http://cnn.com/2000/WORLD/meast/03/26/clinton.syria.03/index.html
http://www.moi-syria.com/
http://www.israel-mfa.gov.il/mfa/home.asp

EDITOR'S NOTE:
Vladimir Putin
Boris Yeltsin
Communist Party
Gennady Zyuganov
Duma
KGB
Hafez Al-Assad
Ehud Barak

DAILY DESK

Environment Desk: rePLANET Recycling

1.How do rePLANET's recycling facilities differ from the recycling facilities of the '80s and '90s? How does rePLANET's system work? About how much does the average person receive back from his/her recyclables each month? What added bonus do the recyclers receive?

2.Do you think making recycling more convenient will impact the number of people that choose to recycle? Explain. Do you think eliminating the need for sorting recycling items will movtivate non-recyclers? Why or why not? What else do you think centers like rePLANET could do to motivate non-recyclers to give recycling a try?

LINKS:
http://www.libsci.sc.edu/bob/RECYCLE.HTM
http://grn.com/library/regional.htm
http://www.jp.kids-commons.net/vc96/vc-13/a-recycling2-us.htm

EDITOR'S NOTE:
recycling
kiosks
manually processed
automated

WORLDVIEW

Taking Care of Business: Money-Sniffing Dogs

1.What is "money laundering"? What kind of criminal is apt to engage in money laundering, and why? How do the money-sniffing dogs identify this "dirty money"?

2.How successful have Sandy and his partner been in identifying smuggled money? What were these dogs doing before they became crime fighters? How might expansion of this program benefit both the dogs and the British government?

LINKS:
http://www.napwda.com/
http://www.adlerk9.com/
http://www.lackland.af.mil/341trs/

Around the World: Avalanche Dogs

1.What is an avalanche? According to the video, how much time does an avalanche survivor have to be rescued? What makes avalanche rescue so difficult? What makes the dog the ideal rescuer?

2.How would you describe the process of training a dog to rescue avalanche victims? How is the process "always a game"? Do you think the dog understands when it is successful? Explain.

LINKS:
http://www.canines.com/
http://www.wtp.net/ASDK9SAR/
http://www.drizzle.com/~danc/FAQ/breeds.htm
http://www.drizzle.com/~danc/FAQ/sarfaq.htm

Check it Out: Pet Passport

1.What is quarantine? Why did all pets traveling into Great Britain have to endure six months of quarantine? How is the microchip changing this? Whose pets qualify for this new practice?

2.While rabies is a stranger to Great Britain, it is no stranger to the U.S. Have students work in groups to learn more about this disease, how it is transmitted, and its treatment and prevention. Share student findings in class discussion. Is rabies a problem in your community? If so, have the class create an informative brochure that provides advice for pet owners and residents of the community on rabies prevention. Distribute the brochures to families at your school.

LINKS:
http://www.cfainc.org/articles/rabies.html
http://www.canismajor.com/dog/rabies.html
http://www.cdc.gov/ncidod/dvrd/rabies/

EDITOR'S NOTE:
canine
customs
avalanche
rabies
quarantine
microchips
Lorries
vaccine

NEWS CHRONICLE

African-American Saints

1.Who or what is missing from the religious atmosphere at St. Augustine's Church each Sunday? How many black saints are their in the Catholic Church? How many of these are African-American? According to the video, why is this so?

2.What is Pope John Paul II doing to change this trend? Who is the most likely candidate to become the first African-American saint? Describe Pierre Toussaint's life and contributions to others. What other African-American may be on her way to sainthood? What significant contribution did she make?

LINKS:
http://www.catholic-pages.com/saints/explained.asp
http://www.value.net/~bromike/saints/
http://www.catholic-forum.com/saints/saintk01.htm

Sports Page: Woman Dog Sledder

1.What did Aliy Zirkle do to "race into the history books"? What kind of race is the Yukon Quest? How long is the race? Where does it begin and end? How long did it take Ms. Zirkle to complete the course?

2.How did Aliy's parents react to her victory? How did Aliy react? Why do you think she downplays the significance of her historic victory?

LINKS:
http://www.yukonquest.yk.ca/
http://www.newsminer.com/quest/
http://www.iditarod.com/

EDITOR'S NOTE:
saint
Pierre Toussaint
interred
theologian
Yukon Quest

Aliy Zirkle
musher

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CNN NEWSROOM Guide

March 28, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:45...02:10

Top Story ... 06:40...08:50
-OPEC ministers meet but cannot agree on production quotas.
-Infighting often prevents a meeting of the minds among OPEC members.

DAILY DESK ... 00:30...09:20

Health Desk ... 02:00...11:20
New research suggests that chocolate may actually be good for your health.

WORLDVIEW ... 00:30...11:50

Inside Africa ... 03:00...14:50
An international loan program provides support in the battle against AIDS.

Information Please ... 03:40...18:30
Visit a restaurant where diners don't need their eyesight to enjoy the experience.

Taking Care of Business ... 03:25...21:55
Tulip bulbs were like Internet stocks in 1637.

NEWS CHRONICLE ... 00:50...22:45

Democracy in America ... 04:40...27:25
-The Reform Party has a new leader.
-Close elections of the past provide a glimpse of what voters might see in November.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: World Oil Prices

BEST COPY AVAILABLE

1. What is a cartel? What is OPEC? For what resource is OPEC a cartel? Of OPEC's 11 member nations, which favor a more drastic increase in production? Which two nations are pushing for less of an increase?

2. How is "stability in the price of oil" in the best interest of all of OPEC's members? In spite of this and the fact that production is likely to increase, why is the price of gas unlikely to come down significantly anytime soon? What event could lead to a significant drop in the price of gasoline?

3. Why do the OPEC member nations need "immediate oil money"? Describe how these nations use the laws of supply and demand to pit OPEC's big producers against the small ones. What is a quota? Which OPEC nations tend to cheat on their production quotas? Why do you think they do this? Why are the big producers like Saudi Arabia less interested in the long-term than in immediate gains?

4. What factors have an impact, either directly or indirectly, on the price of gasoline at the pump? Divide the class into groups. Have each group select one of the following factors and research its connection to the current price of gasoline in the U.S.:
    - the popularity of trucks and SUV's among consumers
    - OPEC oil production
    - the strong U.S. economy
    - the proximity of the summer vacation season
    - the U.S. election

   Have each group present an explanation of how its factor is related to the current price of gas in the U.S. Discuss the interrelationship among supply, consumer preference, economic conditions and timing as they apply to the cost of gas. Challenge students to predict what the price of gas will be when they leave school for the summer, and ask them to explain their answers.

5. In the video we hear that price stability is important to OPEC because "Too high a price could encourage consumers to find alternate energy sources and cause economic dislocations, further depressing demand." Read this quote to students, then generate a class discussion about the "alternate energy sources" consumers could pursue. Use this opportunity to introduce students to the economic principle of substitution. Ask students: To what extent can consumers "substitute" for gas? At what price per gallon would consumers be willing to change driving habits, i.e., carpool more, take mass transit, create a market for electric cars? To what extent should OPEC ministers be concerned about the principle of substitution in this case? Discuss.

LINKS:
http://cnnfn.com/2000/03/27/worldbiz/opec_meeting/
http://cnn.com/SPECIALS/2000/oil.prices/
http://www.opec.org/
http://www.opec.org/faqs.htm

EDITOR'S NOTE:
quota
cartel
OPEC
trade sanctions
pariah
mollify

DAILY DESK

Health Desk: Healthy Chocolate

1. How many pounds of chocolate does the average American eat each year? Why might chocolate be beneficial to your health? What is atherosclerosis? What are flavanoids? How do flavanoids help

prevent hardening of the arteries? In what substances, other than chocolate, are flavanoids found?

2. Atherosclerosis is one form of heart disease that may start in childhood. Challenge students to learn more about the origin, symptoms, and prevention of atherosclerosis and other forms of heart disease. Direct students to identify the statistics of heart disease in their country and answer questions such as: Where does heart disease fall in leading causes of death? Have the figures risen or fallen in the past decade? What factors do you think account for the increase or decline? Students can then create posters either diagramming how arteries become restricted or focusing on how to prevent heart disease. Hang the posters in school halls to inform others about the dangers of heart disease.

LINKS:
http://www.cnn.com/2000/FOOD/news/02/18/health.chocolate/index.html
http://www.americanheart.org/Heart_and_Stroke_A_Z_Guide/athero.html
http://www.cnn.com/2000/HEALTH/diet.fitness/02/02/chocolate.wmd/index.html
http://www.news.ucdavis.edu/newsreleases/09.96/news_chocolate.html

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EDITOR'S NOTE:
heart disease
flavanoids
artherosclerosis
cholesterol
phytochemicals

WORLDVIEW

Inside Africa: Africa AIDS Assistance

1. According to the video, how many people died of AIDS in Africa in 1999? How has this pandemic affected Africa's children? How has AIDS changed the life of Zainabu Saleh Msomoka? What is FINCA? How did a loan from FINCA help Ms. Msomoka and her grandchildren?

2. In what way might a program like FINCA have other beneficial effects for the people of Africa? Why do you think the U.S. Congress is willing to invest another $50 million in programs like FINCA?

LINKS:
http://www.villagebanking.org/
http://www.safaids.org/
http://news.bbc.co.uk/hi/english/health/background_briefings/aids/newsid_341000/341288.stm

Information Please: Swiss Blind Restaurant

1. What do customers experience as they enter the restaurant shown in the video? Why are customers led into darkness? How do waiters serve the customers in the darkness? Why was this restaurant created? Do you think this approach is effective? Why or why not?

2. Ask students to consider what it would be like to deal with the loss of their vision. If there is a visually handicapped individual in your class, ask him or her how he/she deals with everyday situations, like selecting clothes to wear, using the telephone, etc. If not, challenge groups of students to learn more about ways the blind can achieve independence by taking on these everyday tasks. The websites below may be of assistance. Have each group share its findings. Have students use what they have learned to discuss what they would do if they were invited to dinner at the restaurant seen in this video.

LINKS:
http://www.nfb.org/
http://www.acb.org/
http://ntiserver.blind.state.ia.us/tips.htm

Taking Care of Business: Tulipmania

1. How were tulip bulbs like Internet stocks in 1637? At the peak of this frenzy, what did tulip bulbs cost? How did their prices compare to the average salary of the day? To the cost of a mansion in Amsterdam at that time? What ultimately happened to the price of tulip bulbs?
2. What subsequent event was similar to the tulip frenzy of 1637? What was the South Seas company? What happened to its stock? Did the frenzy over South Seas have a ripple effect? Explain.

LINKS:
http://www.bulb.com/tulips/tulipmania.html
http://www.dirtgardener.com/TipSheets/Bulbs/Tulipamiana.html
http://www.historyhouse.com/stories/tulip.htm

EDITOR'S NOTE:
AIDS
pandemic
micro credit
guilders
perpetual motion
Internet stocks

NEWS CHRONICLE

Democracy in America: Close Contests

1. Who has been named Chair of the Reform Party? Why did it take a ruling by a federal judge to name the party's leader? Who was the primary creator of the Reform Party? What governor and former party leader recently called the Reform Party "hopelessly dysfunctional"? Why do you think he used this phrase?
2. Who wants to be the Reform Party's presidential nominee? Do you think his candidacy could have a significant impact on the election? Explain. How does the Reform Party differ from the Democratic and Republican Parties in its nominating process?
3. In the video we hear that "The rule is, if there are no big issues to talk about, then little things become very big." Ask students if they think there are any "big issues" in the coming election. If so, what are these issues? If not, what do students think will be the focus of this election? How might a non-issue focus in this campaign affect voters and the election process? Discuss.
4. Challenge your students to learn more about U.S. election history. Divide the class into small groups. Have each group choose one presidential election at any time in U.S. history and research the candidates, issues, and intangible factors that influenced its outcome, as well as the data particular to that election (electoral and popular vote, etc.). At the beginning of each class, have one group present a brief profile and analysis of its election. How might the elements of previous elections (i.e., third party participation, candidate "image") offer us clues about what to expect in November?
5. The electoral system used today is different from that intended by the Constitution's Framers in 1787. Political scientists generally credit three events as the foundation for the present-day electoral

system. Divide your class into three groups and have each research one of these events and its impact on presidential elections:

- the emergence of political parties
- the election of 1800
- the ratification of the 12th Amendment to the Constitution.

Have each group present its information and discuss how its event changed the American electoral process.

LINKS:
http://www.reformparty.org/
http://gi.grolier.com/presidents/results/restable.html
http://www.sddt.com/features/convention/elections/
http://www.closeup.org/campaign.htm

EDITOR'S NOTE:
raucous
disavow
repudiation
electoral vote

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CNN NEWSROOM Guide

March 29, 2000

Do you have what it takes to battle bacteria? Find out on CNN NEWSROOM in April.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 00:45...02:25

Top Story ... 02:20...04:45
NASA issues its findings on what went wrong with the Mars Polar Lander.

In the Headlines ... 03:00...07:45
OPEC member nations agree to boost oil production.

DAILY DESK ... 00:40...08:25

Business Desk ... 02:15...10:40
The FCC wants long distance companies to practice truth in advertising.

Business Desk Extra: Cutting Gas Costs ... 02:15...12:55
There are ways drivers can cut their gas consumption.

WORLDVIEW ... 00:20...13:15

Inside North America ... 05:45...19:00
Technology has always played a role in U.S. history.

Political Front ... 04:00...23:00
Contemporary tribalism is behind many conflicts in Africa.

Look Ahead ... 00:30...23:30
Starting April 10th: Youth 2000

NEWS CHRONICLE ... 00:45...24:15

Our World ... 02:45...27:00
Statistics show that drowsy driving is a problem among U.S. teens.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Mars Polar Lander

1. Why are NASA scientists interested in exploring Mars? Which mission was successful in sending scientists some pictures from the surface of the red planet? What has happened to other Mars probes since 1997?
2. Who led the team that investigated the failure of the Mars Polar Lander? What did this team discover? According to the report, what role did funding play in the failure of this and other Mars missions? Why do NASA managers point the finger at "the system" for the failure of these missions?
3. Some sources cite the "FCB" ("Faster, Cheaper, Better") principle at work as the underlying cause for some of the Mars mission failures. Challenge your students to conduct research to learn more about these mission failures and determine to what extent, if any, "FCB" was at fault. Share student findings. Could money, time and talent have been spent in more efficient ways to assure mission successes? NASA depends on Congress for funding. How might NASA officials support their requests for additional funding in the future? Discuss.

LINKS:
http://mars.jpl.nasa.gov/msp98/lander/
http://www.marsnews.com/missions/polarlander/
http://www.al.com/news/huntsville/Mar2000/24-e24760.html
http://news.lycos.com/headlines/TopNews/article.asp?docid=RTNEWS-SPACE-MARS&date=20000328

In the Headlines: OPEC AGREEMENT

1. Review the member nations of OPEC and the organization's purpose. What agreement did OPEC member nations reach on oil production? Which nation was the sole dissenter? What was the rationale for Iran's position?
2. How much will this production increase help U.S. motorists? Do you think there will be a measurable decrease in the price of gas at the pump? State your rationale. How does Iran's stand on the production issue go against U.S. economic interests? In what way does this stand actually benefit U.S. interests?
3. In the video we hear that the production increase will result in "equilibrium." Have students consult their texts and other resources to learn what this economic term means. How does the market achieve "equilibrium" for a good or service? Most analysts believe that the price of oil should be about $20-25 U.S. dollars per barrel in order to achieve equilibrium. Generate a class discussion about how oil prices above or below this range contribute to disequilibrium in the market. What other factor must be taken into account when discussing the market equilibrium for oil?

LINKS:
http://cnn.com/2000/WORLD/meast/03/28/opec.world.01/index.html
http://www.opec.org/

EDITOR'S NOTE:
Mars Polar Lander
Mars Climate Orbiter
dissenting
equilibrium
supply and demand
OPEC

BEST COPY AVAILABLE

DAILY DESK

Business Desk: Long Distance Truth

1. What is "puffery"? Give one example of puffery. How is "bait and switch" sometimes used in advertising? Why are these promotional tactics misleading?

2. What is the FCC? What does this federal agency want long distance telephone companies to do? Explain the rules with which long distance companies must comply when they are advertising. Why are some still critical of the long distance company ads, even if they meet these criteria? What is the next area of focus for critics of the long distance companies? Why?

3. Impress upon your students the importance of being an informed consumer in today's market. Inform them that in the free market, choices abound for the consumer, but it is up to the consumer to educate himself/herself so as to make intelligent choices.
   1. Ask students if they have ever heard the slogan "Caveat emptor," and discuss its meaning ("Let the buyer beware!)
   2. Then divide the class into groups and challenge them to conduct their own examination of the market for examples of promotions for which buyers should beware. Challenge each group of students to locate one advertisement for any product or service that the group agrees is misleading. Groups may want to look at ads for cars, Internet services, credit cards, food products, cosmetics, etc.
   3. Have each group videotape its ad or bring in a copy of its print ad and share it with the class.
   4. Direct the group to provide a detailed analysis of the ad and explain why group members feel it is misleading.

   EXTENSION: Challenge each group to execute a consumer makeover of its chosen ad, making it more consumer friendly and truthful. Share each group's efforts and compare each to the original.

LINKS:
http://www.fcc.gov/
http://www.bbb.org/advertising/caruguid.asp
http://educ.indiana.edu/cas/tt/v3i3/advertising.html

Business Desk Extra: Cutting Gas Costs: Business Desk Extra: Cutting Gas Costs

1. Describe John Clor's job. According to Mr. Clor, how much could the average driver trim his or her gasoline bill? What are some of his recommendations for trimming that cost? Do you or drivers in your family already follow some of these recommendations? Explain.

2. Challenge students to determine how much they would pay in gasoline per year to drive their favorite cars. Have students locate the fuel economy for city and highway driving of some of their favorite cars. Then direct each student to consult the Auto Gas Cost Calculator at the first website below, plug in the appropriate numbers (including the local average price of gas per gallon), and retrieve the calculated costs of fuel for one, three and five years. Share student findings for the different makes and models they have chosen. Were students surprised at what they would pay for a year's worth of gasoline at the current price? What would they be willing to do to reduce this cost? Discuss.

LINKS:
http://www.forbes.com/tool/toolbox/calc/autogascostcalc.asp
http://cnn.com/SPECIALS/2000/oil.prices/

EDITOR'S NOTE:
puffery
"bait and switch"
competitive advertising

disclosure
non-misleading
fine print
gas efficiency
daily commute

WORLDVIEW

Inside North America: Economic Evolution

1. How did electricity change the face of work in the U.S.? How did the base of the U.S. economy shift? According to Federal Reserve Chairman Alan Greenspan, how is the economy shifting now?

2. What role has the computer played in the current period of innovation? Why did it take so long for the computer to "kick-start the new economy"? What other innovations have taken time to infiltrate the economy? How is money often a factor in the use of technology?

3. How has technology taken the U.S. economy through some of its most dramatic transformations? What innovations brought about the end of the agricultural economy? What kind of new economy emerged? Why is the service economy now in transition?

4. Challenge your students to use the Internet for evidence of the changing U.S. economy. How is the economy changing from "service-based" to "information-based"? Have students note the types and numbers of businesses that currently make their home online. Discuss how e-business is changing the way commerce is conducted in the U.S. and in other countries. How is e-business demanding new skills and knowledge of tomorrow's workforce?

5. Throughout this video, students are presented with several important innovations that have shaped U.S. economic history. What do students consider the most significant innovations since the birth of the U.S.?
    1. As a class, brainstorm a list of inventions and developments that have been significant to the evolution of U.S. history since 1776. Write the students' list on the board.
    2. Challenge each student to select any one item from the list and conduct research to learn more about its creation, introduction, development and impact.
    3. Have each student use this information to write an essay explaining why he/she thinks the innovation deserves recognition as "the most significant advance in U.S. history."
    4. Share student essays.

    After all essays have been read, allow the class to vote on its "Top Ten List of Most Important Innovations in U.S. History."

6. Electricity, interstate highways and computers have had a profound impact on everyday life in the ~~U.S.~~ Challenge your students to interview older family members to get firsthand accounts of how these innovations and other technological advances have caused dramatic changes in their lifetimes. What was life like before television? Before the interstate highway system? Share student interviews. Ask students to speculate as to similar stories they might be telling their grandchildren about 21st century technology.

LINKS:
http://www.englib.cornell.edu/ice/lists/historytechnology/historytechnology.html
http://www.refstar.com/techhist/
http://www.digitalcentury.com/encyclo/update/comp_hd.html
http://members.aol.com/aleong1631/business.html
http://www.wamzle.com/frontdoor/
http://www.usda.gov/history2/text2.htm

Political Front: Kenya Tribal Forces

1. What is tribalism? How is tribalism a factor in a corruption scandal surrounding Kenya's

President Daniel Arap Moi? According to investigator J.P. Mbogua, who is to blame for this corruption, and why?

2. In what other parts of Africa has tribalism led to conflict? How has tribalism fed Western stereotypes of Africa? Why does J.P. Mbogua say that this is an unfair judgment? Do you think that other instances of brutality in places like East Timor and Kosovo could be described as "tribal"? Why or why not?

3. According to the video, what role does the current political map of Africa play in tribal tensions? How were the borders of today's African nations drawn, and by whom? What happened when these countries achieved independence from the colonial powers? Can you think of any other regions of the world where political borders have been ignored in favor of tribal or ethnic divisions? Explain.

4. At the end of this video, we hear this slogan attributed to the former president of Mozambique: "For the nation to live, the tribe must die." Challenge students to consult their texts and other resources to find historical evidence that would either support or refute this slogan. Have students share their findings. Some people have argued that even the United States is not immune to its own brand of tribalism, and that divisions along ethnic, racial and other lines are undermining national unity. Do students agree or disagree with this assessment? Which do they believe is the stronger force in the world today, tribalism or nationalism? Why? Discuss.

LINKS:
http://news1.thls.bbc.co.uk/low/english/world/africa/newsid_55000/55621.stm
http://www.time.com/time/time100/leaders/future/tribal.html
http://www.startribune.com/stonline/html/digage/tribalis.htm
http://www.mg.co.za/mg/news/97nov1/10nov-kenya.html
http://livenews.24.com/English/Africa/Southern_Africa/ENG_153749_715608_SEO.asp

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EDITOR'S NOTE:
assembly line
Wright Brothers
Thomas Edison
agents of change
information technology
interstate highway system
tribalism
nationalism

NEWS CHRONICLE

Our World: Teen Drowsy Driving

1. In what way is Zach Conrad like many other American 16-year olds? Why is his mother worried about his schedule? According to the National Highway Traffic Safety Administration, how many people are killed in accidents caused by fatigue? How many more are injured? Why are these numbers almost certainly underestimated?

2. Why do most fatigue-related accidents happen to drivers under the age of 26? Why do you think this hazard is all but ignored? What does the NHTSA recommend to address this issue? How are some school districts assisting in combatting drowsy driving?

3. To what extent do issues like fatigue, cellphone use while driving, and inexperience cause problems, especially for the young driver? Have students work in groups to research these and other potential hazards for teenage drivers, and share their findings. Assist students in creating a class resource, such as a brochure or a webpage, that addresses driving issues and hazards especially dangerous to young drivers, and tips on how to deal with them. Make your school's

driver education department aware of this resource and ask them to share it with their young drivers.

LINKS:
http://www.teendriving.com/
http://teenvue.com/links.htm
http://www.golocalnet.com/drivingage/
http://cnn.com/2000/HEALTH/03/28/driving.drowsy/index.html

EDITOR'S NOTE:
graduated license
fatigue

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CNN NEWSROOM Guide

March 30, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00...02:35

Top Story ... 02:10...04:45
The Supreme Court addresses the issue of student-initiated school prayer.

In the Headlines ... 02:25...07:10
-Miami's leaders say they won't help the INS.
-Fidel Castro offers to let Elian's father travel to the U.S.

DAILY DESK ... 00:45...07:55

Science Desk ... 01:55...09:50
New technologies help forensic scientists solve crimes.

Science Desk Extra: Planet Hunters ... 02:20...12:10
Researchers discover two planets that orbit another sun.

WORLDVIEW ... 00:20...12:30

Divine Guidance: History of the Papacy ... 08:50...21:20
While institutions and ideologies have come and gone, the papacy has survived 2000 years.

Look Ahead ... 00:35...21:55
Starting April 10th: Youth 2000

NEWS CHRONICLE ... 00:30...22:25

Our World ... 02:30...24:55
Some doctors think that students with learning disabilities might have sleep apnea.

Turner Website Information ... 00:45...25:40
Information on the CNN NEWSROOM Daily Classroom Guide

On The Map: AmericaQuest ... 01:30...27:10
A search team investigates the disappearance of the Anasazi.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: School Prayer

1. Who is Marian Ward? What does she want the Supreme Court to decide? How is this case different from previous school prayer cases the High Court has heard? Why are some opposed to student-led school prayer?

2. What were some of the justices' comments on the matter? The attorney representing those against school prayer argued that his clients feel that prayer at football games is "imposed upon their children." The attorney representing the school district says that asking the school to forbid student-led prayer is "censorship" of free speech. With whom do you agree? Explain your answer.

3. Challenge students, working in groups, to research both sides of the school prayer issue. Share group findings. Ask: Is there a difference between school prayer and student-led school prayer? Discuss the argument that student-led prayer is an expression of free speech. Direct each student to write a position paper supporting one of the two sides in this case, based on information gathered from research and on class discussion.

4. Review the role of the judicial branch of government with your students. Have students read the text of the First Amendment, and discuss how the Supreme Court justices must examine what they believe the Framers of the Constitution meant when they crafted this amendment. Why is interpretation of the law so important? Why do justices' interpretations of laws often vary?

LINKS:
http://cnn.com/2000/US/03/29/prayers3_29.a.tm/index.html
http://ccwf.cc.utexas.edu/~ckramer/
http://www.schoolprayer.com/eduguide/art1.html
http://www.schoolprayer.com/eduguide/current_law.html

In the Headlines: INS, ELIAN'S FAMILY CONTINUE TALKS

1. How is Miami's Cuban community reacting to the possibility that Elian Gonzalez may have to leave the U.S. soon? What has the Mayor of Miami- Dade County said in response to the INS threat to remove Elian from his American relatives' home? What has Cuban President Fidel Castro offered as a solution to the "impasse"?

2. In a news conference yesterday, U.S. President Clinton spoke of abiding by the "rule of law" in this case. Discuss what is meant by "rule of law."
    1. Then, have students conduct research to learn more about the basics of the legal battle going on over Elian's fate. Share student findings. Is this a clear-cut case where the "rule of law" can be applied? What makes this case so difficult to decide?
    2. Hold a mock hearing in your classroom with students representing the different interests involved in this case, including Elian's American and Cuban families, the INS, and the Cuban government. Have each side present its "evidence" to the class.
    3. Conclude with a discussion of the elements that make this case a difficult one.

    Have students write essays in response to the question: Which should rule in this case, the "rule of law" or the welfare of the child?

LINKS:
http://cnn.com/2000/US/03/29/cuba.boy.02/index.html
http://cnn.com/2000/ALLPOLITICS/stories/03/29/gop.elian.letter/index.html
http://libertyforelian.org/

http://www.ins.usdoj.gov/graphics/index.htm

EDITOR'S NOTE:
forum
First Amendment
U.S. Supreme Court
constitutional right
censorship
neutrality
Elian Gonzalez
Fidel Castro

DAILY DESK

Science Desk: Forensics Fest

1. What is forensics? What are some of the technological tools that were unveiled at a recent meeting of forensic scientists? Why is it important that evidence is gathered quickly after a crime is committed? What new feature is available in laser-induced fluorescence imaging? How does this technology benefit investigators?

2. What different professions collaborate to solve crimes? What is the role of each professional discipline? How is Internet technology being used to solve crimes? Do you think the 360 degree "virtual" crime scene video will enable forensic scientists to solve more crimes? Explain.

3. Challenge your class to become better acquainted with the collaborative effort that goes into crime-solving by having small groups of students each collaboratively write a murder mystery. Direct each group to meet the following requirements:
   - Each mystery should integrate at least two of the technologies mentioned in the CNN NEWSROOM story into its plot.
   - Each mystery should illustrate the crime-solving roles of at least three of the following careers: lawyer, coroner, dentist, lab scientist, police officer, chemist, or computer expert.
   - The solution to the mystery must be dependent upon the collaborative work of these career professionals.

   After groups share their murder mysteries, discuss whether incorporating the technologies and crime-solving methods into their plots enhanced their stories. Then, ask students: What do you think crime-solving methods and devices will be like in the future?

LINKS:
http://www.w3street.com/forensic/
http://www.llnl.gov/IPandC/op96/10/10h-for.html
http://www.boldlab.org/photo.htm
http://www.nidr.nih.gov/slavkin/sex.htm

Science Desk Extra: Planet Hunters: Science Desk Extra: Planet Hunters

1. For what do researchers Geoffrey Marcy and Paul Butler "hunt"? What is significant about their most recent find? How do they find these planets?

2. What are the findings suggesting about the extrasolar planets? How are these extrasolar planets different from our earth? According to the video, what is the connection between a planet's solar orbit and its possibility of supporting life?

3. In the video we hear that Marcy and Butler's research is limited in its capabilities, since they will need the help of the next generation of earth-orbiting telescopes. In the meantime, astronomers continue the search for new planets using current technology. Have students work in groups to learn

more about these search efforts and share their findings. Challenge students to speculate as to what kinds of innovations might improve the quest for accurate information about as yet undiscovered planets.

LINKS:
http://cnn.com/2000/TECH/space/03/29/newplanets.ap/index.html
http://www.physics.sfsu.edu/~gmarcy/planetsearch/planetsearch.html
http://cnn.com/TECH/space/9910/15/midex/

EDITOR'S NOTE:
forensic
spectrometer
perpetrator
extrasolar
terrestrial
"wobble"
"hot roasters"

WORLDVIEW

Divine Guidance: History of the Papacy: Divine Guidance: History of the Papacy

1. What is the papacy? Of what church is the pope the spiritual leader? According to historian Jim Bowditch, when did papal power reach its height? Describe some of the individuals who have held the position of pope.

2. What happened at the Council of Trent? Why did the church's leaders launch a series of reforms? How did these reforms impact the papacy? Why did Pope John XXIII convene what became known as Vatican II? When did this event take place? How have popes since John XXIII dealt with the prospect of increased democracy within church ranks? What do you think Pope John Paul II meant when he said "You don't vote on faith"?

3. According to Wilton Wynn, why does the current pope believe that the papacy must retain its power? How has Pope John Paul II used modern communication and transportation to put forth his message? Why do you think the message has not been modernized? What concerns church leaders most about those who classify themselves as Catholics?

4. What has John Paul II done in an effort to find and hold believers? How have his choices for sainthood sometimes stirred controversy? Who was Pius XII? Who is opposed to his possible sainthood, and why? Do you agree or disagree that this opposition is based on ideology and not on historical fact? Explain.

5. How would you define "secularism"? Why do you think, as we are told in the video, that many Catholics are "enticed by the secular"? Why do you think that other religions appear to be growing at a faster rate than Catholicism? Some observers see reason for pessimism in the future of the Catholic Church. Do you agree or disagree with them? State your rationale.

6. How are popes chosen? Have your students consult the Internet and other resources to learn more about the selection process for a pope. Share student findings. Who chooses the pope? How is the selection process conducted? Why is it conducted in secret? Discuss the reasons behind the ritual and procedure of choosing the spiritual leader of the world's Catholics. Compare this to the way other heads of world religions are chosen: Is the selection of the pope a democratic process? Is it consistent with Catholicism's position on the power of the papacy?

7. What events have shaped and have been shaped by the Catholic Church? Divide the class into groups, and have each choose one time period in which to examine major events of world history

and the papacy. Have each group conduct research to learn more about the history of that period and the actions of the men who reigned as pope. Direct each group to use its information to create a timeline of the events and papal actions, and share its timeline with the class. Compare what was happening outside and inside the church in each time period. For example, compare what happened politically during the Age of Enlightenment to the power of the papacy in the same era. When did history shape the papacy? When did the papacy shape history? Discuss.

8. In the video we learn that the Catholic Church and the papacy have weathered 2000 years, but not without challenges from the secular world. Ask students to speculate as to what some of those secular challenges might be. If any of your students are Catholic, ask them to describe ways that their church as attempted to adapt to modern times, such as the use of contemporary music in Mass. Ask students who are members of other religious denominations to describe the challenges their churches face. Discuss the positives and negatives of religious institutions' conforming to changing times. Have students consider to what extent, if any, religion should conform to modern times. Have each student write an essay in response to the question, "Should religion adapt to current times or adhere to tradition?"

LINKS:
http://historymedren.about.com/education/historymedren/msubpap.htm
http://www.catholic-pages.com/pope/
http://www.mcgill.ca/religion/link-chr.htm
http://www.mcauley.acu.edu.au/~yuri/ecc/

EDITOR'S NOTE:
papacy
Protestant Reformation
Vatican II
evangelist
doctrine and dogma
theological
secular
Pope John Paul II

NEWS CHRONICLE

Our World: Sleep Mystery

1. How many hours per night should a person your age sleep? In general, do you get enough sleep? What are some of the mental and physical effects you feel when you don't? What is sleep apnea? How do doctors diagnose this condition? Why do some doctors think that students with learning disabilities might actually suffer from sleep apnea?

2. How might removal of a child's tonsils and adenoids be a solution to this disorder? What evidence do doctors have to support this treatment? Why does sleep apnea often go undetected?

3. Doctors estimate that approximately 50 million Americans suffer from some kind of sleep disorder. What are sleep disorders? What physical and psychological effects do they have on those who suffer from them? Divide the class into groups, and have each group choose to research one sleep disorder, such as sleep apnea, narcolepsy, insomnia, or restless legs syndrome. Direct groups to make formal presentations to the class. Refer your class back to yesterday's story about drowsy driving. Besides this hazard, what other problems could sleep disorders and deprivation cause?

LINKS:
http://www.sleepnet.com/
http://www.insomniacure.com/sleeplinks.html
http://www.sleepnet.com/child/child.html

On The Map: AmericaQuest: On The Map: AmericaQuest

1. Who were the Anasazi? Where did they live? When did this Native American tribe disappear? What is AmericaQuest? Who is involved in this investigative effort? Where are these experts searching? How will students participate in the search? What other clues will these searchers use to help them solve the mystery of the Anasazi?

2. Generate a class discussion about the kinds of information archaeologists and other experts would seek as they try to learn about the Anasazi people. Ask students to recall other archaeological efforts and the information they yielded. Then direct each student to act as one of the student participants in the AmericaQuest experience, and write a brief essay describing the evidence he/she thinks the team should try to gather in this search.

LINKS:
http://quest.classroom.com/america2000/splash.asp
http://www.swcolo.org/Tourism/ArchaeologyHome.html

EDITOR'S NOTE:
electrodes
apnea
Attention Deficit Disorder
AmericaQuest
ruins
archaeologists
expedition
Anasazi

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CNN NEWSROOM Guide

March 31, 2000

***DON QUIXOTE* premieres exclusively on TNT April 9th at 8:00 PM ET. ENROLL NOW by calling 1-800-344-6219.**

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00...02:35

Top Story ... 02:20...04:55
The U.S. government postpones any decision on Elian Gonzalez until Tuesday.

Cuban Reaction ... 02:15...07:10
Fidel Castro agrees to allow Elian's father to go to the U.S.

At Issue: Census and Privacy ... 02:30...09:40
Some Americans believe the long form census questions violate their privacy.

DAILY DESK ... 01:00...10:40

Editor's Desk ... 02:20...13:00
Internet radio enjoys diversity and freedom from regulations.

Turner Website Information ... 00:45...13:45
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:30...14:15

Sports Page: Surya Bonaly ... 05:00...19:15
Surya Bonaly doesn't skate by the rules.

Culture Watch ... 04:10...23:25
China's movie industry accommodates audiences and politics.

Look Ahead ... 00:35...24:00
Starting April 10th: Youth 2000

NEWS CHRONICLE ... 00:45...24:45

Our World ... 03:00...27:45
Teachers: This story contains content that may be inappropriate for some students. Please preview.
Hazing is a problem on high school and college campuses.

CNN NEWSROOM CLOSE ... 00:15... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Elian's Fate

1. What was the conclusion after the latest round of talks between the U.S. government and Elian Gonzalez's Miami relatives? What are the two main issues in these talks? When U.S. officials talk about the "importance of the bond between parent and child," what do they mean?

2. What is U.S. Attorney General Janet Reno's position on this case? Why is the U.S. government now under pressure to resolve this matter through the courts? How would the Justice Department like to see the matter resolved?

3. At the beginning of this segment, we hear that this story is being played out "on the stage set by the divisive history of two rival nations." What do your students know about the history of U.S.-Cuban relations? Have them work in groups to learn more about the political, historical and ideological differences between the two countries and share their findings. Although there is a six-year old boy at the heart of this case, there is another story based on the history between the U.S. and Cuba. Generate a class discussion about what's "at stake" here for the U.S. and Cuba. How has Elian Gonzalez become a symbol for both sides? Discuss.

LINKS:
http://cnn.com/2000/US/03/30/cuba.boy.03/index.html
http://www.cubanet.org/CNews/y00/mar00/30e17.htm
http://libertyforelian.org/

Cuban Reaction: Cuban Reaction

1. Who is Juan Miguel Gonzalez? Why will he likely be leaving Cuba to travel to the U.S.? Who will be traveling with him? According to the video, why has it taken him so long to make this trip? Do you think this is the true reason why Mr. Gonzalez has not left Cuba until now? Explain your answer.

2. Why did many in the U.S. believe that Cuban President Fidel Castro was not going to allow Elian's father to come to the U.S.? Why would it be "a huge political embarrassment" for Cuba if Juan Gonzalez and his family were to decide to stay in the U.S.? Does it appear that President Castro is concerned about this possibility? Explain.

3. U.S. Vice President and presidential candidate Al Gore has stated that he now favors permanent residency status for Elian and his family. This position runs counter to the Clinton Administration's view that the boy belongs with his father in Cuba. Inform students of these facts and discuss the political fallout that is coming from the Elian Gonzalez case. Have students conduct research to learn more about the politics behind this dilemma. Ask: How are most Democrats and Republicans weighing in on this issue? Why is it a politically-charged issue, especially this year? Why do you think that Al Gore's views differ so widely from those of President Clinton on this matter? As a class, discuss how politicians on both sides of the aisle are gaining (or losing) political mileage from Elian's case.

LINKS:
http://cnn.com/2000/US/03/30/elian3_30.a.tm/
http://cnn.com/2000/ALLPOLITICS/stories/03/30/gore.elian/index.html

At Issue: Census and Privacy: At Issue: Census and Privacy

1. Why are some Americans voicing concerns over the long form census questions? What are a few of the questions that they find objectionable? Do you agree or disagree with their concerns? Explain.

2. What advice are congressional Republicans offering those who object to these questions? How does Texas Governor and presidential candidate George W. Bush feel about the questions? How has the Census Bureau responded to the criticism? What are congressional Democrats saying about the idea to skip questions on the long form? When are the census forms due? What happens when a person doesn't return the form or fails to answer all the questions?

3. Direct students to the second website below, the U.S. Census Bureau's site that reports response rates for census forms. What is the national initial response rate to the census? What is the national goal? Focus students' attention on the national map and its response statistics. Which states have the highest and lowest response rates by percentage so far? Why do students think these rates are not higher? What could the federal government do to convince Americans to send in their completed forms? Do students think the government should have done anything differently as it conducted Census 2000? Discuss.

LINKS:
http://www.2000.census.gov/
http://rates.census.gov/
http://rates.census.gov/faq.html
http://fisher.lib.virginia.edu/census/background/

EDITOR'S NOTE:
visa
Immigration and Naturalization Service
Elian Gonzalez
Fidel Castro
U.S. Census Bureau
long form
privacy
intrusive

DAILY DESK

Editor's Desk: Internet Radio

1. How is Internet radio similar to, and different from, broadcast radio? What can web radio offer that conventional radio cannot? Who listens to web radio? Do you listen to radio on the Internet? Why or why not?

2. What is the FCC? Do you think that government regulation of the radio is appropriate? Why or why not? Do you think government radio regulations have become superfluous now that Internet radio can avoid them? Explain. Just as there are ratings on movies to protect children from viewing inappropriate subjects, in your opinion, should there be ratings on radio content? Why or why not?

3. What would you like to hear/see offered on traditional radio stations that is not available, due to the nature of the technology? Could it be offered on the Internet? Explain.

4. Hold a discussion in which students predict the future of radio and the ways in which people will listen to a mix of their favorite radio content, such as music, news, sports, and talk. List on the board those things that are not currently possible and ask students to imagine how the items might be accommodated by new and developing technologies.

5. Challenge individual or groups of students to design radio websites. Ask them to design a home page, and write about the features and kinds of music that would be included on the site. Also, have

students consider and explain why they believe their sites would or would not be popular on the Internet.

LINKS:
http://www.soundbreak.com/index_hub_only.htm
http://www.grooveradio.com/servlet/Index
http://www.955klos.com/
http://www.fcc.gov/

EDITOR'S NOTE:
transmitter
webcasting

WORLDVIEW

Sports Page: Surya Bonaly: Sports Page: Surya Bonaly

1. Who is Surya Bonaly? Why has she sometimes been at odds with competition judges? How have audiences of the *Champions on Ice* show been receiving her performances? According to Ms. Bonaly, how is skating in Olympic competition different from skating with this show?

2. What is life like for the skaters who travel with this performance? What challenges do the skaters face? What kind of schedule do they have to follow? In spite of the fact that Surya Bonaly has never won an Olympic medal, she is a favorite of the *Champions on Ice* audiences. Why do you think that is?

3. Some in the skating world have chastised Surya Bonaly for not skating by the rules. Have you ever been involved in an academic, athletic, or other kind of competition? If so, what were some of the "rules" you had to follow? Why were these rules in place? What happens when someone challenges these rules? Do you think the judges have been fair or unfair with Surya Bonaly? State your rationale.

4. Challenge students to learn more about other figure skaters and their style of performing. Have each student select one skater and present a formal report on his or her career, style and contribution to the sport.

5. Generate a class discussion about what makes Surya Bonaly's style unconventional in the world of figure skating. Then have students conduct research to find other examples of athletes who had an unconventional style and excelled in their sports. To get them started, students might want to learn more about these athletes:
    - Dick Fosbury, creator of the "Fosbury Flop" in track
    - Ted Abernathy, "submarine-style" baseball pitcher
    - Wilt Chamberlain and Rick Barry, both basketball players who sported a different style of free throws
    - Zola Bud, track star who had her own way of running.

   Challenge students to find other examples of the unconventional athlete in different sports. Share student findings. How did these athletes impact their sports? Do others imitate them today? Refer students back to the style of Surya Bonaly. If audiences respond so well to her unorthodox moves on the ice, how might she eventually impact competitive figure skating?

6. In class discussion, ask students to define the word "intensity." In the video we see the preparation Surya puts into her performances, as well as the level of concentration and intense focus. Why do

sports demand a high level of intensity? What other fields demand intensity and concentration as well? Challenge students to consider how they mentally and physically prepare for athletic, academic, and other challenges. Have each student write an essay in which he/she describes the mental and physical preparation for some challenge or competition.

LINKS:
http://www.geocities.com/TheTropics/Harbor/1738/bio.html
http://hometown.aol.com/BonalyFan/index.html
http://www.geocities.com/Tokyo/Pagoda/3689/surya.html
http://www.superstars.com/oksanabaiul/
http://www.zianet.com/jjohnson/sonja/index.html

Culture Watch: China Films

1. What is the focus of the movie *17 Years*? Who is Zhang Yuan? What are the topics of Zhang Yuan's films? How was Zhang Yuan able to get government approval so that *17 Years* could be shown in Chinese theaters?
2. Explain how international competition and China's entry into the World Trade Organization (WTO) help Zhang's movies to become successful in China. How could the coming competitive environment affect China's movie industry in general? Why? What is the specialty of director Feng Xiaogang? How is his latest comedy doing at the box office? How does its ticket sales compare to that of international box office hits?
3. Ask students how they would classify the degree to which freedom of expression is allowed in the Chinese People's Republic. Then divide the class into groups and have them conduct research to learn more about free speech and free expression in China. Share group findings. Why do Chinese authorities limit free expression in public, in the arts, and on the Internet? Why are they threatened by free speech? Refer students back to the video, and to the film *17 Years*. Why do students think that director Zhang Yuan had to make changes in the film for it to be accepted by government censors? What might have been objectionable to the censors, and why?
4. In the video, director Feng Xiaogang says that in the face of international competition, Chinese directors will have to "make movies the general public wants to watch." Which do students think will steer China's movie industry as it enters the WTO: Free market competition or government censorship? Discuss.

LINKS:
http://www.amnesty.org/ailib/aipub/1998/ASA/31701198.htm
http://www.theatlantic.com/unbound/flashbks/china/fang.htm
http://www.freeway.org.hk/hkja/whatnew/rept97/index.html
http://www.igc.apc.org/hric/about.html#C1
http://www.oneworld.org/news/countries/CN.html

EDITOR'S NOTE:
Surya Bonaly
Achilles tendon
censors
quota

NEWS CHRONICLE

WARNING: The first two web radio stations featured in the video highlight heavy metal music. As a result, some of the lyrics and the images on their websites may be unsuitable for your class. Please prescreen these sites, should you decide to use them. KNAC's site is not listed here due to unacceptable images.

BEST COPY AVAILABLE

Our World: Hazing

1. What is hazing? Why did the three victims of hazing at Trumbull High keep silent about their ordeal? Who hurt these students? Did school authorities know about these incidents? Why does the attorney for the victims believe that they may have? Who do you believe, and why?
2. Who is often the victim of hazing? What has a recent survey of college-level athletes indicated about hazing? Why is Hank Nuwer? What experiences has he chronicled that demonstrate the dangers of hazing? How many states have laws against hazing? Why do you think that the practice continues in spite of these laws?
3. One university study defines hazing as "activities that humiliate, degrade, abuse or endanger participants." Following this definition, ask students to consider what they would or would not allow others to do to them in order to be accepted by a group. Direct them to think back to the story, or to conduct additional research to learn more about hazing, if necessary. Discuss the choices each individual must make as he or she tries to gain entrance into a group. How does one gain acceptance without giving up his or her identity? How far should one go to gain acceptance and approval from others? Ask students: If you had been one of the athletes in this video who was new to a team, would you have done anything differently? Have students write journal entries explaining their responses.

LINKS:
http://www.stophazing.org/
http://www.stophazing.org/definition.html
http://www.angelfire.com/ky/collegepopularity/hazing.html

EDITOR'S NOTE:
hazing
rite of passage

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